EFFECTIVE WAYS OF COMMUNICATIVE LANGUAGE TEACHING

Rajapova Malika Ahmadali qizi*

*Teacher,
Kokand State Pedagogical Institute,
UZBEKISTAN
Email id: malikarajapova1993@gmail.com

ABSTRACT

The article illustrates about Communicative Language Teaching and some effective ways of CLT. Moreover, the usage of fairy tales and effects of them in CLT are given in the article. Communicative language teaching (CLT) or the communicative approach is an approach to language teaching that emphasizes interaction as both the means and the ultimate goal of study. Language learners in environments utilizing CLT (Communicative language teaching) techniques, learn and practice the target language through the interaction with one another and the instructor, the study of "authentic texts" (those written in the target language for purposes other than language learning), and through the use of the language both in class and outside of class. Learners converse about personal experiences with partners, and instructors teach topics outside of the realm of traditional grammar, in order to promote language skills in all types of situations.

KEYWORDS: *Communicative language, authentic texts, characteristics of CLT, interaction and communication, method, approach.*

INTRODUCTION

Communicative language teaching (CLT) or the communicative approach is an approach to language teaching that emphasizes interaction as both the means and the ultimate goal of study. Language learners in environments utilizing CLT (Communicative language teaching) techniques, learn and practice the target language through the interaction with one another and the instructor, the study of "authentic texts" (those written in the target language for purposes other than language learning), and through the use of the language both in class and outside of class. Learners converse about personal experiences with partners, and

instructors teach topics outside of the realm of traditional grammar, in order to promote language skills in all types of situations. This method also claims to encourage learners to incorporate their personal experiences into their language learning environment, and to focus on the learning experience in addition to the learning of the target language.

MATERIALS AND METHODS

Language teaching was originally considered a cognitive matter, mainly involving memorization. It was later thought, instead, to be socio-cognitive, meaning that language can be learned through the process of social interaction. Today, however, the dominant technique in teaching any language is communicative language teaching (CLT).

It was Noam Chomsky's theories in the 1960s, focusing on competence and performance in language learning, but the conceptual basis for CLT was laid in the 1970s by linguists Michael Halliday, who studied how language functions are expressed through grammar, and Dell Hymes, who introduced the idea of a wider communicative competence instead of Chomsky's narrower linguistic competence. The rise of CLT in the 1970s and early 1980s was partly in response to the lack of success with traditional language teaching methods and partly due to the increase in demand for language learning. In Europe, the advent of the European Common Market, an economic predecessor to the European Union, led to migration in Europe and an increased population of people who needed to learn a foreign language for work or for personal reasons. At the same time, more children were given the opportunity to learn foreign languages in school, as the number of secondary schools offering languages rose worldwide as part of a general trend of curriculum-broadening and modernization, and foreign-language study ceased to be confined to the elite academies. the introduction of comprehensive schools, which offered foreign-language study to all children rather than to the select few in the elite grammar schools, greatly increased the demand for language learning. This increased demand included many learners who struggled with traditional methods such as grammar translation, which involves the direct translation of sentence after sentence as a way to learn language. These methods assumed that students were aiming for mastery of the target language, and that students were willing to study for years before expecting to use the language in real life. However, these assumptions were challenged by adult learners, who were busy with work, and some schoolchildren, who were less academically gifted, and thus could not devote years to learning before being able to use the language. Educators realized that to motivate these students an approach with a more immediate reward was necessary, and they began to use CLT, an approach that emphasizes communicative ability and yielded better results. Additionally, the trend of "progressivism" in education provided further pressure for educators to change their methods. Progressivism holds that active learning is more effective than passive learning; consequently, as this idea gained traction, in schools there was a general shift towards using techniques where students were more actively involved, such as group work. Foreign-language education was no exception to this trend, and teachers sought to find new methods, such as CLT, that could better embody this shift in thinking.

RESULT AND DISCUSSION

Communicative Language Teaching is an approach that aims to:

(a) Make competence the goal of language teaching

(b) Develop procedures for teaching of the four language skills that acknowledge the interdependence of language and communication"[1]. CLT views language as a functional system. It holds that language is a vehicle for the expression of functional meaning. The primary function of language is for interaction and communication.

"Language is communication, the intimation to another being of what one wants and thinks; language is activity, basically of four kinds (listening, speaking, reading and writing), as well as body language and semiology " (Seaton, 1982). According to Broughton, (around 1980s), spoken language is the major and most complex techniques we have of communicating information. It allows us to produce a sequence of vocal sounds in such a way that another person can reconstruct from those sounds a useful approximation to our original meaning. In the process of oral communication, the sender starts with a thought and puts it into language. The receiver perceives the language and thus understands the thought.

It is summarized that by scholars some of the characteristics of communicative view of language as following:

1) Language is a system for the expression of meaning.

2) The primary function of language is for interaction and communication.

3) The structure of language reflects its functional and communicative use.

4) The primary units of language are not merely is grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse.

CLT stresses on both 'what to teach' and 'how to teach' and it focuses on the significance of language functions rather than depending solely on grammar and vocabulary. According to Richards (2006), language instruction and learning in the early decades of CLT focused on fluency and the integration of language skills, rewarding learners' efforts to speak or write even if errors resulted. Many kinds of instructional activities were recommended, from mechanical language practice involving the entire class or individuals, to much more open-ended communicative practice, some of it requiring either one-way or two-way exchange of information through activities in which partners need to share and consolidate information to carry out the task. However, now other types of activities such as inductive, discovery-oriented learning where students try to find patterns in language texts and datasets (e.g., common collocations of words, and guess their meanings or usage) are also encouraged. The teacher's role is to create a nurturing, collaborative learning community and worthwhile activities for students. Richards' own English language textbooks embody CLT principles as well (e.g., *New Interchange,* Richards, 1998; and *Passages,* Richards & Sandy, 2008). The existence of a flexible curriculum over which the teacher and students have a fair amount of control and input, small class sizes, and relatively little formal assessment is assumed in much CLT pedagogy. In CLT, contextualization, meaning-making, and the usefulness of the language being learned and the activities being engaged in should be very evident in curriculum and instruction, keeping in mind that communication takes place in different ways, using different means.

As learning foreign languages has been increasing year by year, Communicative Language Teaching is getting improved. In order to improve teaching CLT, teachers can use variety of methods. Teaching communicative language through fairy tales can be an effective a method

which can be useful in CLT. Using fairy tales in Communicative Language Teaching can be very useful as fairy tales are fun to read. Fairy tales attract readers' attention with colorful words and set of the event. Moreover, both adults and children like reading stories and fairy tales as well as, there is a very interesting linguoculturology that the fairy tale includes. I suggest to use the following method in CLT

CONCLUSION

Language is defined in many different ways by various linguists. The structuralists view language as rules, and focus on ways in which linguistic entities can be combined together. Language is considered as the knowledge of grammar, consisting of syntax, inflectional morphology, and phonology, encompasses knowledge of formal rules or operations that operate on abstract linguistic categories, for example verb and noun, and phrases.

Communicative Language Teaching is best considered an approach rather than a method. Thus although a reasonable degree of theoretical consistency can be discerned at the levels of language and learning theory, at the levels of design and procedure there is much greater room for individual interpretation and variation than most methods permit. It could be that one version among the various proposals for syllabus models, exercise types, and classroom activities may gain wider approval in the future, giving Communicative Language Teaching a status similar to other teaching methods. On the other hand, divergent interpretations might lead to homogeneous subgroups. Communicative Language Teaching appeared at a time when British language teaching was ready for a paradigm shift. Situational Language Teaching was no longer felt to reflect a methodology appropriate for the seventies and beyond. CLT appealed to those who sought a more humanistic approach to teaching, one in which the interactive processes of communication received priority.

USED LITERATURE

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