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## COMMUNICATIVE LANGUAGE TEACHING METHOD

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### ABSTRACT

*This article deals with Communicative Language Teaching method and Communicative competence. The authors of this article investigated the role of CLT in learners' communicative competence and the communicative activities as a great assist in preparing language learners to real life situations. This term is closely associated with CEFR. I would like to associate CLT with learning through practice, real-life situations, where each single element of the language is trialed. Exploring the world through speaking orally and explaining in a written form.*

**KEYWORDS:** *Communication, Real Life Situations, Linguistic Competence, Sociolinguistic Competence, Discourse Competence, Strategic Competence, The Role Of The Teacher.*

### INTRODUCTION

The origin of the word **communication** can be traced back to the Latin word *communio*, which is translated to mean “to join or unite,” “to connect,” “to participate in” or “to share with all.” This root word is the same one from which we get not only the word *communicate*, but also *common*, *commune*, *communion*, and *community*. Thus, we can define communication as a process by which we share ideas or information with other people. We commonly think of communication as talking, but it is much broader than just speech. Other characteristics of voice communicate messages, and we communicate, as well, with eyes, facial expressions, hand gestures, body position, and movement. The more you know about communication, the more choices you'll have available for your day-to-day interactions. It's like learning vocabulary. The more vocabulary you know, the more choices you have to express yourself.

The basic reason for learning foreign languages that all people have in common is communication - communication in any mode. It is a two-sided process, which requires the ability to understand each other, to be able to code a message that someone wants to convey to

someone else in a way, which will be comprehensible to the receiver and also appropriate to a concrete situation and status of all participants. Vice versa the person should be able to interpret a message that someone else is conveying to them. To acquire a good skill of communication in foreign language it is necessary to be familiar not only with vocabulary (single words and their meanings, collocations, phrases and phrasal verbs etc.) but also with language structures and above all with strategies for using them in right context according to concrete situations. Language is therefore a tool for real communication and not a thing to be studied. I think we should think about communicative competencies and how to better organize a class, in which a teacher enhances students' four competencies simultaneously.

After the Presidential Decree "On measures to further improve of foreign language learning system"(2012 year) a lot of projects have been done as an implementation of this important document. In 2013, on the initiative of the Ministry of Higher and Secondary Specialized Education of the Republic of Uzbekistan the work on developing a set of learning materials for foreign languages meeting international requirements has been launched. The specialists prepared the new English books for elementary school students which are very up-to-date and very interesting for both teachers and students. It is important to prepare language learners to use their language skills in real life situations. The Common European Framework of Reference (CEFR) was implemented in Uzbekistan in 2012 as a framework for teaching, learning, and assessing languages. CLT is employed within CEFR and the approach is much different than the rule-based/grammar-translation method (GTM) to language teaching that language teachers are accustomed to in Uzbekistan(David L. U.Azizov, 2019: 25).

In the book "Reconceptualizing language teaching; an in-service teacher education course in Uzbekistan" (David L. U.Azizov, 2019: 28) an Uzbek university language teacher supported the CLT and shared the thoughts clearly about teaching communicative competencies from a CLT perspective: "In the last decade, in Uzbekistan, CLT has become popular. This term is closely associated with CEFR. I would like to associate CLT with learning through practice, real-life situations, where each single element of the language is trialed. Exploring the world through speaking orally and explaining in a written form. I think it is most important for us language teachers to not think of our language teaching as a content area of knowledge. I think we should enable our learners to be competent communicators. Language is therefore a tool for real communication and not a thing to be studied. I think we should think about communicative competencies and how to better organize a class, in which a teacher enhances students' four competencies simultaneously."

Communicative Language Teaching based on many modern linguistic theories is considered a good approach by many second language teachers around the world. It reflects a communicative view of second language teaching and learning. According to CLT, the learners must develop skills and strategies for using language to communicate meanings as effectively as possible in concrete situations. The learner must become aware of the social meaning of language forms. For many learners, this may not entail the ability to vary their own speech to suit different social circumstances. CLT makes use of real-life situations that necessitate communication. The teacher sets up a situation that students are likely to encounter in real life. Unlike the audio lingual method of language teaching, which relies on repetition and drills, the communicative approach can leave students in suspense as to the outcome of a class exercise, which will vary

according to their reactions and responses. The real-life simulations change from day to day. Students' motivation to learn comes from their desire to communicate in meaningful ways about meaningful topics. Scientists Canale and Swain (1983) propose communicative competence, which can be used to interpret and guide second language teaching. Canale and Swain (1980) state communicative competence is the ability to use the language correctly and appropriately to accomplish communication goals. The desired outcome of the language learning process is the ability to communicate competently, not the ability to use the language exactly as a native speaker does. Communicative competence is made up of four competence areas: linguistic, sociolinguistic, discourse, and strategic:

1. Linguistic competence means knowing 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 means knowing 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 means knowing 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 means knowing 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? (Canale and Swain, 1980:20) Finocchiaro and Brumfit present clear and detailed explanations of the features of CLT. According to them, in the communicative approach, language learning is seen primarily as 'learning to communicate', and the goal of the approach is the acquisition of communicative competence, which enables second language learners to use the target language for communication effectively and appropriately. This approach also argues that 'the target linguistic system will be learned best through the process of struggling to communicate' and learners are expected to learn the target language through interaction with other people (Finocchiaro and Brumfit 1983:91-93).

In CLT, the teacher has two main roles: the first is to facilitate the communication process between all participants in the classroom and between these participants and the various activities and texts. The second role is to act as an independent participant within the learning-teaching group. The latter role is closely related to the objectives of the first role and arises from it. These roles imply a set of secondary roles for the teacher: first, as an organizer of resources and as a resource himself, second, as a guide within the classroom procedures and activities. A third role for the teacher is that of researcher and learner, with much to contribute in terms of the nature of learning and organizational capacities (Breen and Candlin, 1980: 99)

The role of the teacher is not only that of a resource and lecturer but also a facilitator, an organizer, a guider and more important a creator of environment in which learners learn how to learn. In the traditional Grammar-Translation Method teachers are dictators in class. Teachers deliver the contents of a textbook to students and students just copy the information into their notebooks. They passively receive the knowledge in the class. On the contrary, in CLT, learners play a central role in communication and interaction. They are advocated to participate in classroom activities actively. Learners have greater autonomy in communicative activities; autonomy is where students take responsibility for their learning and undertakes all of the management tasks concerned with it. Learners come up with a mutual solution by exchanging ideas and opinions with each other. They help each other and learn from each other. In 1980 Breen and Candlin describe the learner's role within CLT in the following terms:

The role of learner as negotiator – between the self, the learning process, and the object of learning – emerges from and interacts with the role of joint negotiator within the group and within the classroom procedures and activities which the group undertakes. The implication for the learner is that he should contribute as much as he gains, and thereby learn in an interdependent way (Breen and Candlin, 1980:110).

As a conclusion, we can say that CLT is very effective method of teaching and CLT promotes learners' communicative competence and stimulates their inner motivation since the communicative activities are close and relevant to their daily life. CLT makes great demands upon the professional skills and competence of teachers. CLT teachers need to have other abilities as well as the proficiency of target language, such as organizing ability, insight into learners. Therefore, it is recommended that second language teachers should enhance their standard in order to improve the effects in practical teaching. Teachers should work hard on their teaching and studying new methods in order to help their students to learn English language without difficulty.

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