

COMMUNICATIVE LANGUAGE TEACHING

Mirzakamolova Maftuna Rahimjon kizi

Basic doctoral student of Namangan State University

Abstract: This article studies the role of communicative language teaching approach in education and for teaching and learning the English language. It is vital to mention that the work is devoted to highlight the effects of this technique to improve learners' speaking skill.

Keywords: Communicative language teaching (CLT), EFL classroom, interactive activities, the target language, an authentic way.

Introduction. There are many ways to help the students to improve their speaking skill. One of the ways is through communicative language teaching (CLT) approach. CLT is the approach in which the students are asked to use the language for communication in real situation. Applebaum states that using CLT will allow students the opportunity to use the target language in an authentic and meaningful way. The approach focuses on the students. The teacher organizes activities in such a way that the students can initiate and control the interaction. The teacher functions as a facilitator. According to Larsen-Freeman, the principles of CLT emphasize the importance of using a language to communicate in order to learn it. He stresses, "Being able to communicate requires more than linguistic competence; it requires communicative competence". Language (oral and written) functions to serve authentic purposes by facilitating meaningful communication.

Materials and methods. Relating to some facts above, two types of speaking activities in CLT can be used. They are information-gap and role-play. Harmer states that in line to CLT the pedagogical solution to the problems of getting students to speak the target language in large EFL classrooms is to engage learners in meaningful activities such as information-gap and role-play activities. This approach has been previously successful in ESL situations. However, in introducing these activities into the EFL classroom, the pedagogical solution presents two quite sharp challenges: to create meaningful situations for language use and to overcome affective barriers within the activity on the classroom.

Information-gap and role-play activities can be applied to all level of students and they can be applied based on the level of difficulty of the materials. Pair and group activities are purposed to be used because they gave learners gave opportunity to use the language and to develop fluency. CLT will allow students to have the opportunity to use the target language. In the early 70's a new approach was developed to focus more on student production based on a different theory of language acquisition. The theory states that students want to communicate and that dialogues should be based on real life situation The material used should be authentic and meaningful. It is also believed that in order to communicate in the target language the speaker should have more than just linguistic competence but also communicative competence. This theory produced the approach that we know today as Communicative Language Teaching.

There are basically five characteristics that make CLT different from other approaches like Audio-Lingual Method or traditional approaches like Grammar Translation Method. They are as follows:

1. Taught in the target language;
2. Introduction of authentic text and materials in the lesson. An emphasis on learning to communicate through interaction with other students;
3. opportunities for learners to focus, not only on the target language, but also on the learning process itself;
4. Learner's experiences are an important part of the classroom learning situation;
5. An attempt to link learning in the classroom to authentic usage outside the classroom.

The teacher must keep these principles in mind when planning and teaching a lesson using the CLT approach. There are many activities the teacher can use incorporating CLT. He/ She can find them on websites, in activity books or from other teachers at conferences and workshops. However, when choosing or creating an activity the teacher must keep three things in mind. The activity must (1) use authentic language, materials and language situations, (2) have a purpose that the teacher can state and be achievable and (3) allow for freedom and unpredictability.

In using authentic language and materials the teacher must consider the students he/she is teaching. The teacher must consider what students will be using English for. This will dictate the choice of materials used. A class of high school students preparing to study at universities in America will not be interested in the studying the same material used to teach adults studying English at a continuing education class so they can use English when they travel on vacation or vice versa. The teacher must also incorporate activities using situations students might actually find themselves in after accomplishing their English study.

The teaching must be purposeful. Students must be in a situation in their learning and activities where they need to communicate with each other in order to accomplish their task in the activity. This will also allow them to use each other as resources and learn from each other. Use will not be unlike what their situations could be in real life. In real life they will learn through practice in using the language in purposeful way. They will also learn from their experience through interacting with other English speaker. In having freedom and in predictability in the classroom student have the freedom to make their own choices in using the target language. Often, when traditional teachers do interactive activities they allow students to only to use specific answers, for example either affirmative or negative response to a specific statement or question. Allowing unpredictability the activity becomes more interesting and challenging and much more like real life. The activities do not have to be acting out a real life situation but can also be light and fun like a game. This could appeal to adult learners as well as young ones. There are many choices the teacher can make in selecting activities for use in the classroom.

Result and discussion. According to Richards, there are ten core assumption of current

communicative language teaching:

1. Second language learning, is facilitated when learners are engaged in interaction and meaningful communication.
2. Effective classroom learning tasks and exercises provide opportunities for students to negotiate meaning, expand their language resources notice how language is used, and take part in meaningful interpersonal exchange.
3. Meaningful communication results from students processing content that is relevant, purposeful, interesting, and engaging,
4. Communication is a holistic process that often calls upon the use of several language skills or modality.
5. Language learning is facilitated both by activities that involve inductive or discovery learning of underlying rules of language use and organization, as well as by those involving language analysis and reflection.
6. Language learning is a gradual process that involves creative use of language, and trial and error. Although errors are a normal product of learning, the ultimate goal of learning is to be able to use the new language both accurately and fluently.
7. Learners develop their own routes to language learning, progress at different rates, and have different needs and motivations for language learning.
8. Successful language learning involves the use of effective learning and communication strategies.
9. The role of the teacher in the language classroom is that of a facilitator, who creates a classroom climate conducive to language learning and provides opportunities for students to use and practice the language and to reflect on language use and language learning.
10. The classroom is a community where learners learn through collaboration and sharing.

Conclusion. In short, communicative language teaching makes use of real-life situations that necessitate communication. The teacher sets up a situation that students are likely to encounter in real life. The communicative language teaching 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. For those reasons the writer is interested in discussing whether the information-gap and role-play speaking activity as a part of CLT are good to apply in teaching speaking and how the procedure of teaching speaking using those techniques.

REFERENCES:

1. Applebaum, Bruce. 2007. Communicative Language Teaching: Theory, Practice, and Personal Experience. Mandiri,9 (4), 266-270.
2. Harmer, J. 2001. The Practice of English Language Teaching. Harlow: Pearson Education Limited
3. Nunan, David. 1991. Communicative Tasks and the Language Curriculum. TESOL Quarterly, 25 (2), 279-295. Retrieved from : [Http://www.yahoo.com/asian-ef-journal.com](http://www.yahoo.com/asian-ef-journal.com) Accessed on November 22, 2009.