

## THE USE OF COMMUNICATIVE LANGUAGE TEACHING

*Oblaqulova Dinora Jamshid qizi*

*Uzbekistan State World Languages University*

*3-year student, 1-English faculty*

**Email:** [dinaraoblakulova49@gmail.com](mailto:dinaraoblakulova49@gmail.com)

**Tel:** (94) 284 46 82

**Abstract.** This article deals with the importance of communicative language teaching for students who are learning English language as the second language. In this article, the origin of this teaching method is outlined and a detailed definition for this approach is provided to explain its use. Also, this paper highlights the sequence of the tasks that could be employed in an English classroom and showcases its main benefits for improving language skills. To improve the reliability of this article, some experiment results are analyzed and practical examples are given.

**Key words:** Communicative language teaching (CLT), English classroom, communicative skills, interactive activities, target language.

## ИСПОЛЬЗОВАНИЕ КОММУНИКАТИВНОГО ОБУЧЕНИЯ ЯЗЫКУ

Облакулова Динора Жамшид кизи

Узбекский государственный университет мировых языков

Студентка 3-курса 1-английского факультета

Электронная почта: [dinaraoblakulova49@gmail.com](mailto:dinaraoblakulova49@gmail.com)

Tel: (94) 284 46 82

**Аннотация.** В данной статье рассматривается важность коммуникативного преподавания языка для студентов, изучающих английский язык как второй язык. В этой статье описывается происхождение этого метода обучения и дается подробное определение этого подхода для объяснения его использования. Кроме того, в этой статье освещается последовательность задач, которые можно использовать на уроках английского языка, и демонстрируются ее основные преимущества для улучшения языковых навыков. Для повышения достоверности данной статьи проанализированы некоторые результаты экспериментов и приведены практические примеры.

**Ключевые слова:** Коммуникативное обучение языку (CLT), класс английского языка, коммуникативные навыки, интерактивная деятельность, целевой язык.

## INTRODUCTION

Second language acquisition is becoming commonly significant among young learners which is leading many methodologists to investigate new ways of learning and teaching. Also, language teachers are exploring diverse methods and approaches to make teaching target language efficiently. It is being done by analyzing each method with their uses and prioritizing through their efficiency. In teaching process, it is important to know what, when and why to use. Because it identifies teachers' position in the classroom and being certain about their way of teaching. There are several kinds of teaching methods which might be employed in teaching target language. The most efficient one among them is The Communicative Language Teaching approach or abbreviated as CLT. It (CLT) is an approach to teaching and learning languages that mainly emphasizes on improving students' communicative competence, such as their competency to employ the language effectively and appropriately in diverse social situations. The main aim of Communicative Language Teaching is to allow learners to make communications in real-life scenarios, compared to just acquiring grammatical data. This teaching method focuses on the importance of verbal interaction, real-life problem-solving, and social context in language learning process. In this article, characteristics of CLT are discussed and some practical classroom activities are provided to use in this method.

## MATERIALS AND METHODS

In this article, the information from several methodological books and articles is given to prove the reliability of the given data. One of the most important sources has been "Second language teaching and learning" by Nunan, D. 1999. In this book a great deal of information about CLT is provided. According to Nunan (1999), CLT is the most commonly used teaching practice during the last 20 years. Importantly, this approach is seen as communicative method since it includes diverse communicative competencies. Furthermore, "Designing language courses" by Graves, K. (2000) has been another source to support given data. In that book, it is said that a curriculum as well as an institution is a complex system of an essential collaboration of teachers and students. The syllabus of CLT matches completely with this curriculum. In this case, CLT approach must be included in teaching second language to satisfy the students' necessities and make communication effective. Moreover, other crucial sources which provided useful and reliable data about CLT have been "Communicative language teaching" by Galloway, A. (1993), "Techniques and principles in language teaching" by Larsen-Freeman, D. (2001), "Communicative Tasks and the Language Curriculum" by Nunan, David (1991), "Communicative language teaching" by Savignon, Sandra J. (2000).

## RESULT AND DISCUSSION

Communicative language teaching method emerged in the 1980s which was due to the increasing demand for a language that would allow students to be competent in the second language in diverse situations. This approach mainly emphasizes on improving learners' interaction and communication skills where speech and conversations are made by using the target language.

For better understanding of Communicative Language Teaching, it is important to analyze its principles:

1. Main emphasis on communication: By engaging in communicative activities, learners will be able to boost their communicational abilities;
2. Using language functionally: In CLT, expressing opinions through apologizing or requesting is more significant than grammar competency;
3. Task-based activities: Lessons are organized which focus on interactional tasks where learners' participation is vital;
4. Learning in collaboration: In the CLT classroom, pair activities have an important part, since they boost negotiation and verbal interaction among learners;
5. Student-centered: In the CLT classroom, students should be in center where they take an active role in their language learning process. Therefore, independence in language progression is encouraged by this approach.

There are wide variety of activities that could be employed in Communicative Language Teaching (CLT). These activities mainly emphasize on interaction. These are:

**Role-plays:** speaking and listening abilities could be easily developed through real-life role plays where learners play roles by participating in conversations.

**Information gap tasks:** it should be done in groups or in pairs where each learner shares different opinion to complete gaps and at last, they read aloud to receive feedback from other peers.

**Debates:** dialogues and debates are essential tools for this type where students discuss diverse ideas on several topics and their suitability in real situations. Therefore, critical thinking skills together with augmentation would be promoted.

**Problem-solving tasks:** riddles, decision-making tasks and also puzzles are main objects for this type of task. In this type, collaboration is encouraged where information sharing and exchanging is essential.

**Project-based tasks:** innovation and creativeness play a vital role in this type of task, since educational presentations and posters should be made by learners using their creative skills. It can be done either in group or in pairs. Importantly, the efficient employment of language through communication is necessary during processes.

CLT tasks could be employed to improve different language skills. These are:

**Listening:** By exposing to listening materials: audio and questions, language learners might share information gained through listening to their pairs or in groups. Therefore, listening comprehension and active language could be promoted.

**Speaking:** Conversations with partners on different topics are also of importance to boost speaking skills. It guarantees fluency and adaptability to partners from diverse backgrounds.

**Reading:** Authentic texts should be available to the target language learners including articles and after reading, retelling should be encouraged. This type of skill ensures excellent reading comprehension together with summarizing abilities.

**Writing:** specific scenario is planned and learners engage in writing which can include letter or email writing. This type of task promotes skills of writing with correct appropriateness.

However, there might be some difficulties with the implementation of CLT:

**Larger class sizes:** CLT is suitable for small groups, since communicative activities could be more efficient. In classes where size is large, it is difficult to control and promote interaction among students that lacks proper time management and specific feedback

**Lack of resources:** Authentic language materials and digital facilitators are the primary means in CLT which might lack in some cases. This can hinder language acquisition in some cases.

**Difficulties in assessment:** language exams in a traditional way primarily emphasize on reading, writing and grammar skills compared to communicative abilities. In this way, it might be hard to evaluate students in the criteria of CLT.

## CONCLUSION

To sum up, CLT could be a beneficial approach to boost language skills by correct application. According to its clear definition, the characteristics of CLT meet the specific needs of English learners. For this reason, the main objective of CLT is to aid students with gaining confidence in language usage compared to building correct grammar structures. It can be achieved by employing a wide variety of interactive activities in language classrooms. Although there are some challenges, with correct principles and approaches it is easy to address them in an efficient way.

### REFERENCES:

1. Nunan, D. 1999. "Second language teaching and learning". Boston: Heinle & Heinle.
2. Graves, K. (2000). "Designing language courses". Boston: Heinle & Heinle.
3. Larsen-Freeman, D. (2001). "Techniques and principles in language teaching". New York: Oxford University Press.
4. Nunan, David (1991). "Communicative Tasks and the Language Curriculum". TESOL Quarterly.
5. Savignon, Sandra J. (2000). "Communicative language teaching". In Byram, Michael (ed.). Routledge Encyclopedia of Language Teaching and Learning. London.
6. Canale, M.; Swain, M. (1980). "Theoretical Bases of Communicative Approaches to Second Language Teaching and Testing". Applied linguistics.
7. Richards, J. 2006. "Communicative Language Teaching Today". Cambridge University Press, New York.
8. Qinghong, MA. (2009). "Key Elements in conducting Communicative Approach to language teaching". Canadian Social Science, 5(2).
9. Mitchell, Rosamond (1994). "The communicative approach to language teaching". In Swarbick, Ann (ed.). Teaching Modern Languages. New York: Routledge.