

Impact Factor:

ISRA (India) = 4.971
ISI (Dubai, UAE) = 0.829
GIF (Australia) = 0.564
JIF = 1.500

SIS (USA) = 0.912
PIHHI (Russia) = 0.126
ESJI (KZ) = 8.716
SJIF (Morocco) = 5.667

ICV (Poland) = 6.630
PIF (India) = 1.940
IBI (India) = 4.260
OAJI (USA) = 0.350

SOI: [1.1/TAS](https://doi.org/10.15863/TAS) DOI: [10.15863/TAS](https://doi.org/10.15863/TAS)

International Scientific Journal Theoretical & Applied Science

p-ISSN: 2308-4944 (print) e-ISSN: 2409-0085 (online)

Year: 2020 Issue: 01 Volume: 81

Published: 30.01.2020 <http://T-Science.org>

QR – Issue



QR – Article



Z.E. Mirakhmedova

Tashkent Railway Engineering Institute
teacher

Tashkent, Uzbekistan

COMMUNICATIVE LANGUAGE TEACHING AS THE MOST EFFECTIVE WAY OF TEACHING FOREIGN LANGUAGES

Abstract: This article considers the communicative method of teaching a foreign language as the most effective. This method uses real-life situations to teach students. In this training, students use the language creatively.

Key words: communicative method, training, development, competence, motivation.

Language: English

Citation: Mirakhmedova, Z. E. (2020). Communicative language teaching as the most effective way of teaching foreign languages. *ISJ Theoretical & Applied Science*, 01 (81), 571-574.

Soi: <http://s-o-i.org/1.1/TAS-01-81-95> **Doi:**  <https://dx.doi.org/10.15863/TAS.2020.01.81.95>

Scopus ASCC: 1203.

Introduction

UDC 81-13

English is a compulsory subject at the university. During this period, students acquire basic knowledge of the English language, expand vocabulary and learn to read literary texts.

The origins of CLT are to be found in the changes in the British language teaching tradition dating from the late 1960s. With the founding of the European Community in 1957, research was encouraged and sponsored by the Council of Europe in the 1960s on the ways in which members of Europe could best learn to communicate with each other in common languages. Communicative Language Teaching (CLT) pedagogy which originated from the changes in the British Situational Language Teaching approach dating from the late 1960s deserves to be mentioned. Stemming from the socio-cognitive perspective of the socio-linguistic theory, with an emphasis on meaning and communication, and a goal to develop learners' communicative competence, CLT evolved as a prominent language teaching method and gradually replaced the previous Grammar-Translation Method.

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.

There are two kinds of foundation of CLT, namely, Canale and Swain's communicative competence and Rogers's humanistic psychology.

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?

Impact Factor:

ISRA (India)	= 4.971	SIS (USA)	= 0.912	ICV (Poland)	= 6.630
ISI (Dubai, UAE)	= 0.829	PIHHI (Russia)	= 0.126	PIF (India)	= 1.940
GIF (Australia)	= 0.564	ESJI (KZ)	= 8.716	IBI (India)	= 4.260
JIF	= 1.500	SJIF (Morocco)	= 5.667	OAJI (USA)	= 0.350

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)

CLT stresses the need to allow students opportunities for authentic and creative use of the language. It focuses on meaning rather than form; it suggests that learning should be relevant to the needs of the students; it advocates task-based language teaching. Students should be given tasks to perform or problems to solve in the classroom. What's more, CLT emphasizes a functional approach to language learning (i.e. what people do with language, such as inviting, apologizing, greeting and introducing, etc.). Also, to be competent in the target language, learners should acquire not only linguistic knowledge, but also the cultural background of that language.

Richards and Rogers address the issue, saying that in practice there are some elements to be taken into account: the communicational principle (i.e. activities that involve real communication promote learning), the task principle (i.e. activities in which language is used for carrying out meaningful tasks promote learning) and the meaningfulness principle (i.e. language that is meaningful to the learner supports the learning process). Finocchiaro & Brumfit summarize the principles as follows:

1. Teaching is learner-centered and responsive to the students' need and interests.

2. The target language is acquired through interactive communicative use that encourages the negotiations of meaning.

3. Genuinely meaningful language use is emphasized, along with unpredictability, risk-taking, and choice-making.

4. The formal properties of language are never treated in isolation from use. Language forms are always addressed within a communicative context.

5. There is exposure to examples of authentic language from the target language community.

6. The students are encouraged to discover the forms and structures of language for themselves.

7. There is a whole-language approach in which the four traditional language skills (speaking, listening, reading, and writing) are integrated.

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. 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. It is quite obvious that teachers' roles is more than just the role of instructors. There are many other roles teachers should play. In CLT classrooms, teachers have multiple roles such as director, organizer, host, and coordinator and so on. A number of writers in methodology and teacher training have proposed various ways of labeling the second language teacher's potential roles in class.

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.

Impact Factor:

ISRA (India)	= 4.971	SIS (USA)	= 0.912	ICV (Poland)	= 6.630
ISI (Dubai, UAE)	= 0.829	PIHHI (Russia)	= 0.126	PIF (India)	= 1.940
GIF (Australia)	= 0.564	ESJI (KZ)	= 8.716	IBI (India)	= 4.260
JIF	= 1.500	SJIF (Morocco)	= 5.667	OAJI (USA)	= 0.350

Teachers are motivated to look for the best language teaching method that will provide students with the English language skills they need.

Several roles are assumed by teachers in CLT; these are determined by the view of CLT adopted. In support of Harmer's principle and Breen and Candlin's theory about CLT teacher's potential role, the teacher's roles in the lesson were accessed from the following four aspects:

1) Initiator

For example the teacher taught four new words and she imparted six abstract nouns. In pair-work five adjectives were introduced. In the role-play, the two adjectives describing people's personality were presented. All in all, in the lesson she taught the pupils seventeen new words, passing on new knowledge of target language to them. She carried out the basic function of CLT teacher well on the whole.

2) Organizer

One of CLT teacher's important responsibilities is to organize the communicative activity. CLT teacher plays a vital role in classroom communicative activities although he or she talks less. In fact, the success of a classroom activity, to a great extent, depends upon the teacher's organizing capability.

It was worthwhile to mention that teacher should make great efforts to create authentic and vivid communicative environment and activities relating the language form to language learning. These classroom activities, such as describing the pupils' own hand shapes and predicting their partners' fates, were based on the pupils' needs and interests, which to a great extent, motivated the pupils' interest in what they were learning.

3) Director

Directing students' performance and classroom practice is also CLT teacher's fundamental task. Guidelines for classroom practice .

Suggest that during a classroom activity the teacher monitors and encourages the inclination to supply gaps in lexis, grammar and strategy but notes such gaps for later commentary and communicative practice.

Sometimes the teacher assumed the responsibility of a director well in the lesson. When the students prepared for the role-play, she/he offered them some advice and assistance when necessary.

4) Facilitator

Teachers in communicative classrooms will find themselves talking less and listening more, becoming active facilitators of their students' learning. Facilitator means facilitating the process of learning, to make learning easier for students, to help them clear away roadblocks, to find shortcuts, to negotiate rough terrain.

In the lesson the teacher sometimes fulfilled a responsibility of being an active facilitator well. She/he stimulated the pupils' intrinsic motivation by setting up the vivid communicative activity –role-play

rather than telling them about the meanings of the words.

Communicative Language Teaching, as an eminent second language teaching approach, lays emphasis on learning target language through communicative activities. The study which aims to evaluate the effectiveness of Communicative Language Teaching in English vocabulary teaching and learning in a comprehensive class in southern Sweden is a new trial to the writer indeed.

Guided by the relevant theoretical background, the study which is composed of an English lesson's observation, a dictation and an interview demonstrates that compared with the traditional Grammar—Translation Method, Communicative Language Teaching based on many modern humanistic and communicative theories is effective in English vocabulary teaching and learning in many aspects:

1. In the CLT classroom much vocabulary is not taught in the form of wordlist of isolated words any more, but taught in authentic contexts. Vocabulary teaching focuses on developing communicative proficiency rather than commanding the forms of the target language.

2. CLT makes learners acquire vocabulary knowledge naturally, rather than learning intentionally. Apart from it, the modified target language input which is gotten from conversational interactions between the teacher and learners enables them to get better understanding of vocabulary knowledge.

3. CLT promotes learners' communicative competence and stimulates their inner motivation since the communicative activities are close and relevant to their daily life.

4. CLT makes learners adopt the responsibility to their own learning and encourages them to discover the forms and structures of target language for themselves.

5. CLT prompts the development of learners' spirit of team cooperation by means of the communicative activities and cultivates learners' individuality by expressing their different views and ideas freely in the conversational interactions between them.

Additionally, through the observation of the English lesson, the writer thinks that 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.

However, language itself is not only individual lexemes put together, but it is necessary to follow a set of grammar rules to assure correct comprehension of speaker's intention.

Therefore, vocabulary together with grammar rules acquisition plays significant role in foreign

Impact Factor:

ISRA (India)	= 4.971	SIS (USA)	= 0.912	ICV (Poland)	= 6.630
ISI (Dubai, UAE)	= 0.829	PIHHI (Russia)	= 0.126	PIF (India)	= 1.940
GIF (Australia)	= 0.564	ESJI (KZ)	= 8.716	IBI (India)	= 4.260
JIF	= 1.500	SJIF (Morocco)	= 5.667	OAJI (USA)	= 0.350

language teaching. The purpose of research paper is to find out the appropriate principles and methods for teaching vocabulary.

In conclusion, we can say that teachers should prepare themselves for the following principles and methods of teaching, only in this case foreign language training will be more efficient. Changes are

quick and inevitable. The need to teach English language effectively in particular is in some case a challenge for most of the teachers. Today, it has become mandatory for the educators to rethink and revamp their teaching strategies with the changing times.

References:

1. Littlewood, W.T (1981). *Communicative language teaching*, Cambridge University Press.
2. Berns, M. S. (1984). *Contexts of Competence: Social and Cultural Consideration in Communicative Language Teaching*. New York: Plenum Press. Communication London: Longman.
3. Carter, R. (1992). *Vocabulary: Applied Linguistic Perspectives*. London: Press.
4. Lewis, M. (1992). *The Lexical approach* London: Language Teaching Publications.
5. Lewis, M. (1993). *The Lexical Approach*. England: Language Teaching Publications.
6. Lightbown, P.M., & Spada, N. (2002). *How Languages Are Learned*. Shanghai: Shanghai Foreign Language Education Press.
7. Littlewood, W. (1981). *Communicative Language Learning*. Oxford. Acquisition. San Diego: Academic Press.
8. Lord, R. (1993). Learning Vocabulary. 8. *In IRAL*. Vol.12.
9. Meara, P. (1996). 'The Dimensions of Lexical Competence'. *In Performance & Modern Language Journal*.
10. Wilkins, D. A. (1976). *Notional Syllabuses*. Oxford: Oxford University Press.
11. Widdowson, H. G. (1978). *Teaching Language as Communication*. Oxford: Oxford University Press. Humanistic Psychology.
12. Schmitt, N., & Meara, P. (1997). *Researching Vocabulary Through a Word Knowledge Framework: Word Associations and Verbal Suffixes*. Studies in Second Language.
13. Shahodzhaev, M. A., Begmatov, Je. M., Hamdamov, N. N., & Nymonzhonov, Sh. D. U. (2019). Ispol'zovanie innovacionnyh obrazovatel'nyh tehnologij v razvitii tvorcheskih sposobnostej studentov. *Problemy sovremennoj nauki i obrazovanija*, (12-2 (145)).
14. Swan, M. (1985) *Communicative Competence: Some Roles of Comprehensive Input and Comprehensible Output in Its Development*. Oxford: OUP.
15. Farxodjonova, N. (2019). Features of modernization and integration of national culture. *Scientific Bulletin of Namangan State University*, 1(2), 167-172.