

Communicative Language Teaching Methods

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Abstract:

Surely language learners constantly rely on different type of methods to speak fluently in foreign languages. Communication is emphasized as the main objective of language learning in Communicative Language Teaching (CLT). It promotes collaborative and contextual learning by focusing on real-world scenarios. To improve learners' communicative competence, CLT methods such as role-playing, both pairs and groups activities, and actual language use are used. This method encourages meaningful language communication while also boosting fluency as well as precision in language acquisition.

Keywords: method, language, participants, CLT, discussion, text-base, activity, discussion, issues, vocabulary, grammar, ability, materials, communication, teaching, silent, role playing, scenario, excise, task, presentation, group, information gap, role, interaction, information, critical thinking, teacher, example, approaches, objective, rules, competence.

Introduction

CLT is an approach that prioritizes learners to language training that arose in the 1970s as an answer to the constraints of traditional approaches. CLT focuses on improving students' ability to communicate, or their ability to utilize language in real-life settings. CLT stresses interactive and real-time interaction above traditional approaches that prioritize grammatical rules and vocabulary memorization. To replicate genuine language use, learners in a CLT classroom make use of real-life tasks such as role-playing, discussions, and problem-solving exercises. The teacher serves as a facilitator, directing students through communicative exercises that are representative of real-world language issues (Nunan, 2012). Group projects are encouraged in order to foster collaboration and

linguistic transfer. The integration of all language abilities (listening, speaking, reading, and writing) is one of the key ideas of CLT.

CLT stresses interactive and relevant interaction above traditional approaches that prioritize grammatical rules and vocabulary memorization. We recommend using authentic materials. Learners are encouraged to be creative in their expression and to build a functional mastery of the language. Error correction is regarded as a normal part of the process of learning, and educators provide feedback to assist students in improving. CLT is distinguished by its focus on communication as both a method and an end goal of language learning, developing fluency and competency in a dynamic and collaborative classroom setting.

Concept of method: a method is a methodical and disciplined way to doing a given task or achieving a specific objective. Methods are a series of actions or processes designed to achieve accurate and consistent outcomes in a variety of sectors such as research, technology, and academia. A method in scientific research defines the processes necessary to conduct experiments, gather data, and assess results. It serves as a guide for further studies to reproduce and validate the study's findings. Methods, by providing a consistent framework, help to assure the accuracy and authenticity of research (Rodgers, 2001). A method is a group of instructions used to execute a certain purpose in programming. It encapsulates a set of operations that may be carried out by invoking the method, hence increasing code organization. Methods are used in everyday situations to solve problems and make decisions. They provide an organized approach to problems, breaking down large activities into small steps. The concept of a technique highlights the need of systematic, planned approaches to accomplishing tasks efficiently and consistently, either in a research setting, coded environment, or daily life.

Types of Communicative language teaching methods

1. Task-based commutative language teaching

In this method students will be focused on learning foreign language by means of completing meaningful tasks. This method is developed by Willis in 2004. He described this method with six stages.

1. Preparation for task
2. Task
3. Assess task
4. Planning
5. Task presentation
6. Post task (Willis, 2004).

For instance: the activity «Spot the mistakes» can be example.

The formally students will be in pairs. During this activity students need to find some mistakes in the sentence or passage and fix them with their partner. The aim of this activity is reducing grammar mistakes in speech while finding mistakes and reaching a high rate interaction among students in the class.

2. Information gap

The main purpose of this activity is reviewing the date that were already obtained and we're previously unknown for students. Besides that students learn how to work with chart and graphics in this method.

Example:

1. Students in the class divided into two groups. Group A and Group B
2. The piece of paper will be given which include several questions about the topic that is thought and the table is filled with only one part.
3. Group supervisor will put a deadline for it.
4. All students in each group will fill missed part and find answer several questions based on their knowledge.

Completing information gap activities improves students' abilities to communicate about unknown information in the TL. These abilities are directly applicable to many real-world conversations, where the goal is to find out some new piece of information, or simply to exchange information. Instructors should not overlook the fact that their students need to be prepared to communicate effectively for this activity. They need to know certain vocabulary words, certain structures of grammar, etc. If the students have not been well prepared for the task at hand, then they will not communicate effectively. Successfully completing missing data exercises helps participants talk about unidentified material in the TL. These skills are immediately relevant to many daily life talks in which the purpose is to learn something new or to trade knowledge. Teachers shouldn't forget the importance that their students have to be ready to interact successfully during this exercise. They must be familiar with specific vocabulary words and language patterns, among other things. If students are not sufficiently ready to tackle the assignment at hand, they will be unable to converse efficiently.

3. Discussion

The discussion technique is a collaborative teaching strategy in which participants engage in discourse to investigate and comprehend a topic. In educational settings, students express their thoughts, share ideas, and debate various elements of a subject. This approach encourages critical thinking, active engagement, and the improvement of communication skills. According to the learning environment, conversations can take a variety of forms, such as small-group talks, whole-class debates, or internet forums.

Example:

1. The specific topic will be given for students to discuss.
2. Depending the topic students also need to make up some questions to ask others during the discussion.
3. Teacher ask students prospective about the topic
4. According to answer, other students who are listening to speaker's opinion will give some questions.

While this discussion method students will not only learn how to interact with each other but also they will learn how to be good listeners. During that discussion, participants will have chance to enhance their public speaking.

4. Role playing

Participants in role-playing take on certain roles and interact within a predetermined scenario. To begin, describe the place, personalities, and basic plot. Clarify every participant's role and purpose. Encourage creativity and improvisation. Maintain a collaborative culture in which participants may construct the narrative together. Use encourages or difficulties to guide the tale. Increase involvement by stressing characters emotions and motivations. Maintain active listening and attentiveness to others' contributions. Following the workshop, debrief by discussing your

experiences and courses learned. Adapt the method to different circumstances, such as instructional simulations, team-building exercises, and storytelling events. Keep it dynamic, adaptable, and pleasant for everyone involved.

Steps of role playing method

1. Setting the scene
2. Introducing characters
3. Establishing goals
4. Initiating interaction
5. Decision making
6. Reacting to others
7. Resolving the conflicts
8. Progressing the story
9. Concludeing about the scenario

5. The Silent Way

Caleb Gattegno (2010) developed The Silent Way, a language teaching approach that emphasizes learner autonomy. Teachers in this technique use gestures, graphs, and physical assistance to encourage pupils in uncovering linguistic patterns rather than spoken instruction. The strategy promotes active the involvement of students and problem solving, resulting in a thorough comprehension of language topics. Students are encouraged to discover the language individually, which fosters self-discovery and analytical thinking. By restricting direct teacher involvement, The Silent Way strives to empower students, improve communication skills, and lay a strong base for acquiring a language through interactive, hands-on learning experiences.

Example

1. The podcast or special speech will be chosen by instructor
2. Students listen with whole concentration until it ends.
3. Students start to share their opinions about the topic listened.

Conclusion

Communicative Language Teaching (CLT) methods represent a substantial paradigm shift in language education, with communication as the primary goal. This technique promotes meaningful connection above rote memorization, creating an environment in which learners of languages can actively participate in authentic speech. In this conclusion, we will look at significant characteristics of CLT, including its strengths, drawbacks, and potential role in determining the future of language instruction. One of CLT's primary strengths is its emphasis on real-world communication. CLT promotes learners to use language in practical ways by incorporating activities like role-playing, discussion, test-based activity and silent exercises. This not only improves their linguistic skills, but also prepares kids to traverse a variety of social and cultural circumstances in which language is an essential tool. Communicative Language Teaching (CLT) methods have arisen as a key paradigm shift in language education, with communication serving as the primary purpose.

Furthermore, the student-centered character of CLT encourages a more dynamic and engaging classroom environment. Students become engaged individuals rather than passive users of information, instilling a sense of pride in the language learning journey. Learner autonomy helps to enhanced motivation and a better comprehension of the language since students are organically

motivated to communicate well. Nevertheless, CLT is not without its flaws. Some believe that it might ignore the crucial role of defined grammar instruction, resulting in potential gaps in language understanding. To address this worry, a balance of interactions with others and explicit language training is required. Furthermore, the efficacy of CLT.

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