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TECHNOLOGIES OF USING COMMUNICATIVE TRAINING IN TEACHING ENGLISH TO SENIOR STUDENTS

Akramova D.Sh.

Teacher of the Department of Language Teaching Methods, Regional Center for Retraining and Advanced Training of Public Educators

ABSTRACT

The article provides information on the effectiveness of the use of communicative learning technology in teaching Englis to senior students, the effectiveness of language development in students and its application to the educational process. Also; methods of developing English language skills in students through communicative training technology, methods of using innovative teaching methods.

KEYWORDS: *communicative training, language barrier, fluent speech, live communication, social language, task-based language learning, text-based teaching.*

Today, communities are increasingly facing rapid and profound changes and tensions that affect the social, economic, and political aspects of life. The role of education has also become questionable in the millennial era. A matter of fact, 21st century education requires a gradual shift in curriculum construction focusing on the transferable competencies that learners need to develop in instructional settings. In today's knowledge-based, types of skills and competencies that students need to gain are different from in the past. Emphasizing the communicative competence is one of the most influential developments in language education. The implementation of communicative activities in EFL/ESL classroom prepares learners to use English in the world beyond based on their own needs, interests and opportunities.

Learners in environments using communication to learn and practice the target language by interactions with one another and the instructor, the study of "authentic texts" (those written in the target language for purposes other than language learning), and the use of the language both in class and outside of class.

Learners converse about personal experiences with partners, and instructors teach topics outside of the realm of traditional grammar to promote language skills in all types of situations. That method also claims to encourage learners to incorporate their personal experiences into their language learning environment and to focus on the learning experience, in addition to the learning of the target language.

Communicative language teaching is one of the best and popular methods of learning a second language throughout the 20th century. Global communication is increasing day by day and in some cases rapidly.

In this modern era, we can easily connect from one country to another and even from one culture to another. The third industrial revolution made our life easy and super fast, and we currently live in a period of globalization.

Language plays a vital role in global communication, especially the English language. That's why teachers and researchers have been searching for the best ways of teaching a second or foreign language.

The concept of communicative language teaching originated in the United Kingdom in the early 70s. In the late 60s, the British linguists analyzed the importance of communicative language teaching rather than grammatical, lexical, and phonological rules.

OBJECTIVES

Communicative language teaching can be understood as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom.

Communicative competence includes the following aspects of language knowledge:

−Knowing how to use language for a range of different purposes and functions;

−Knowing how to vary our use of language according to the setting and the participants;

−Knowing how to produce and understand different types of texts;

−Knowing how to maintain communication despite having limitations in one's language knowledge.

CLT is deployed to develop communicative proficiency, and it has some primary objectives to improve communication skills. Some of the objectives of communicative language teaching are given below:

- CLT improves communicative proficiency of all the skills
  including <u>reading</u>, <u>writing listening</u> and <u>speaking</u>.
- Gradually it focuses on the grammatical, discourse, functional, sociolinguistic of communicative competence.
- It used to engage the learners in the pragmatic and functional use of language.
- It enhances the productivity of the language in scientific ways.
- CLT usually appreciates the learners to engage in linguistic interaction with real-life objectives.
- Fluency is the first priority rather than accuracy.

Characteristics Of Communicative Language Teaching

Communicative language teaching is a learner-centered method that mainly focuses on learning the language through communication. The significant characteristics of communicative language teaching are given below:

- CLT emphasizes to engage the learners in real-life situations in the classroom so that they can understand how to communicate in the real world.
- It gives the importance of the necessity of the learners and attempts to explain it.
- In communicative language teaching, errors are considered in a natural phenomenon.
- Normally CLT focuses on the fluency of the learners rather than the accuracy of the grammar and learners acquire their accuracy gradually and naturally.
- CLT also believes that communication is the fundamental objectives of language and the learners need to develop all the skills of language (<u>reading</u>, writing, listening and speaking).
- It offers the opportunity to join in teacher-learner and learner-learner interaction in the classroom.
- It focuses on the use of techniques which encourage the learners in participating in the natural environment, for instance, group and pair work etc.
- CLT agrees with the perception of individual work.
- In communicative language teaching, grammar is the second option of the learners and they discover and internalize the grammatical rules and functions themselves.
- It uses authentic language materials so that the students find the similarity between the classroom activities and the real world.

Classroom Activities In Communicative Language Teaching

The classroom activities of communicative language teaching (CLT) are given below:

- Learners interact with other people through pair and group work.
- Students are encouraged to concentrate on communication.
- Reading and writing may start on the first day.

- Interaction between teacher and students should be applicable.
- Teachers motivate the students so that they can easily interact with them.
- The teaching methods must be learner-centred.
- Students should be engaged in several activities so that they can be able to generate new ideas.

Teachers Role In CLT

Teachers play a very significant role in CLT. However, the teacher's roles in CLT is given below:

- Teachers remain in the classroom as a facilitator to be done the communication process among all the participants. They also encourage learners to join various activities.
- As a professor, a teacher answers the questions of the students and also care about their performance and activities.
- The teacher also plays the role of a communicator in the learning process. He or she also cooperates with the learning-teaching group.
- Sometimes the teacher plays the role of a guide in the classroom activities. He/she monitors the errors of the students and delivers some positive feedback among the learners.

Students Role In CLT

Students also need to play some roles in CLT. These are given in the below:

- The learners have to create some groups among themselves for their learning purpose and taking care of how they are able to perform in the classroom.
- The students must have to cooperate and support each other in the group to complete their all tasks assigned by the responsible teacher.
- The learners should involve in interaction and conversation with the teacher and other learners in the classroom.
- The students should be more interactive and create an interactive environment in the classroom for making the learning more easy and attractive.

CLT teachers choose classroom activities based on what they believe is going to be most effective for students developing communicative abilities in the target language (TL). Oral activities are popular among CLT teachers, as opposed to grammar drills or reading and writing activities, because they include active conversation and creative, unpredicted responses from students. Activities vary based on the level of language class they are being used in. They promote collaboration, fluency, and comfort in the TL. The six activities listed and explained below are commonly used in CLT classrooms:

Role-play

Role-play is an oral activity usually done in pairs, whose main goal is to develop students' communicative abilities in a certain setting.

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Interviews

An interview is an oral activity done in pairs, whose main goal is to develop students' interpersonal skills in the TL.

Group work

Group work is a collaborative activity whose purpose is to foster communication in the TL, in a larger group setting.

Information gap

Information gap is a collaborative activity, whose purpose is for students to effectively obtain information that was previously unknown to them, in the TL

Opinion sharing

Opinion sharing is a content-based activity, whose purpose is to engage students' conversational skills, while talking about something they care about.

Scavenger hunt

A scavenger hunt is a mingling activity that promotes open interaction between students.

Communicative Language Teaching is an approach which provides an opportunity to the learners to communicate in the target language. The use of the functional aspect of language makes them able to communicate in the target language in their day to day life. The activities which are used in CLT approaches such as dramas, role plays, and games make learning enjoyable. Generally, communicative language teaching makes use of authentic material because it is important to give them the opportunity to understand how language is actually used outside the classroom. Students are involved in real life situations tasks that require communication. In this approach, the teacher sets up a situation, in which students are likely to be involved in real life. In some activities, the outcomes of them are unknown to the students. The result depends on their reactions and responses. Thus, they will be kept motivated and they will be kept in suspense until they finish the activity and see the clear outcome. Furthermore, in a communicative language teaching class use the language through communicative activities. Most of these exercises are completed through pair and group work. Those activities give students the opportunity to be involved in real or realistic communication. Normally those activities are fluency-based activities, such as role-plays, games information gap activities, interviews. The communicative approach supports that learning is more student centered than teacher centered. A typical communicative language teaching lesson follows a PPP model. The teacher may present some part of the lesson, and students complete some exercises, but then students produce the language in freer activities that help them to communicate. As a result, the student talk is increased, whereas the teacher talk is decreased. The teacher establishes situations which promote communication and he facilitates students' communication. During the activities, he does not interrupt them, but he monitors their performance. Error correction is not immediate. If he notes a mistake and he realizes that he has to work on it, he does it later during a more accuracy-based activity. However, the role of students is to communicate by negotiating to mean. Even if their knowledge of the target language is not complete, they still have to try and make themselves understood, but also understand their classmates' intentions of communication. The

communicative approach is based on the idea that in order to learn a second language successfully, you have to communicate real meaning. Thus, when learners are involved in real communication, their natural strategies for language acquisition will be active and used, and this will allow them to learn to use the language.

To sum up, it can be said that communicative language teaching (CLT) is the most valuable and modern method to acquire the best ways to learn a second language quickly.

Students get enough opportunities to interact with the teacher and remove their misconceptions. The primary and exciting thing is that communicative language teaching tolerates errors as a natural phenomenon.

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