
COMMUNICATIVE LANGUAGE TEACHING IN ESL CLASSES

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Abstract:

This article states different methods, emphasizing the Communicative Language Teaching (CLT) in ESL classes. Furthermore, we studied the way; students learn a foreign language and also its impact on a class motivation. In our research initially it is studied literature regarding the Method of Communication and its advantages compared to other methods as part of behavior, cognitive or human theories.

Keywords: component; communication language teaching, method; esl classes;

Today we see the communities of the world are racing with each other in mastering the foreign languages. And it is certain that hyper attention is paid to the language which has international position and dominating role among others. So the prior focus is on learning English. Through the history it is known that many traditional methods of learning English emerged. However their usage and effectiveness are not dynamic. Therefore there was a necessity to implement new method of mastering the language skills. In this article the author talks about the recent method that is more beneficial than others and claims that this is the most effective method to obtain language skills. Moreover, it was conducted a research by observing some of the schools in urban and rural areas, to see how this method is implemented in our schools. At the same time conducting a research that included in itself a motivation questionnaire in order to see which method was more effective in motivating students English Language Teaching.

The purpose of the ESL method is to develop and consolidate the skills of speaking in English at rapid pace at the expense of constant speech training. Moreover, teachers focus on grammatical Sentence Patterns - sustainable constructs. This means that students do not learn grammar through the usual school cramming, but change certain parts of the sentence in ready-made grammatical structures. For example, in the sentence I go to school, the word "school" can be changed to theater, shop, hotel, etc., which will fundamentally change the meaning of the whole sentence.

Communication method is a method which does not stress practicing the rules. According to scholars of this method it is important to speak a language but not to tell

me how language works. There are a lot of people who use the language in real communication and most of them did not follow even a single foreign language course which means that they lack a significant structural and grammatical rules of the language but as Jack Richard points out, mistakes are not important so they are tolerated, the most important thing is to use communication or to speak a language and to understand each other in order to communicate.

Most authors, stated that learning a foreign language in the past considered as mechanical. They also put emphasis on precision and accuracy of a language. This means that students had to compile grammatically correct sentences without even a single grammatical mistake in morphology and syntactic. My opinion is that this method makes student highly dependent from the teacher, not giving much opportunities to students to communicate in a relaxed way, among teachers and students, as well as students themselves. Students would learn things by heart, which they can be known at present but not to be able to produce knowledge at the moment they needed.

The constructive theory with the method of communication has a different point of view compared to some other methods where the student becomes the centre of the class and where the teacher is only a facilitator, describes learning through Communication method as follows: Interactivity between language learners and speakers. Creating a colaburalist (cooperative) meaning. Establish a meaningful interactivity through a language. Learning through a student participation fatback when they learn or use a language. Being carefully about the language they hear (the input) and attempt to incorporate new forms with anyone who develops communicative competences. Attempt of using the language and experiment with various forms the language. The broad aim of CLT is to apply theoretical perspective of communicative approach making communicative competence a purpose of teaching and accepting interconnection of a language and communication, when speaking about his experience in a class where is used CLT, he speaks according to his class observations. Based on these observations he comes out with the following principles: Whenever possible „authentically language“ should be used – a language that is used in a real context. Being able to convey the goals of speaker and writer, is part of being competent in communication. English as (target language) is a tool for communication in the classroom, and not just the object of study. A function may have different linguistic forms. Since the focus of the course is the real use of language, then it is presented along with a wide range of varieties of linguistic forms. We should emphasis the process of communication but not on language forms.

Although CLT has been widely accepted and practiced, some problems have arisen in its implementation and wrong notion particularly in EFL and ESL context. This study,

therefore, sought to determine the beliefs, practices, students' interest, and problem encountered by tertiary teachers in implementing CLT.

Specifically, this paper aimed to address the following objectives:

- (1) To find out if the teachers use CLT in the classroom;
- (2) To find out the teachers' belief about CLT;
- (3) To find out the teachers' classroom practices and activities in implementing CLT;
- (4) To find out the students' reaction to the use of CLT in the classroom;
- (5) To find out the problems encountered by teachers in implementing CLT.

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.

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