

COMMUNICATIVE LANGUAGE TEACHING TO A2 LEVEL STUDENTS

JURAYEVA KHURSHIDA ALISHEROVNA

2nd year Master Student, Uzbekistan State World Languages University,
Foreign Language and Literature, Tashkent, Uzbekistan

ABSTRACT

The current examination centers around instructors discernments and works on with respect to Communicative Language Teaching (CLT) and its effect on open competency of the understudies. A survey was utilized to gather the quantitative information from educators. The outcomes show that the EFL instructors know about the CLT attributes, its execution and effect on the informative ability of the understudies. The outcomes recommend that regardless of demonstrating distinct fascination for change and being anxious to actualize CLT, they are not idealistic about the total reception of CLT because of the issues and difficulties they face in the homeroom, as stuffed classes, non-accessibility of AV aids, understudies' low degree of capability, time limitations, and so forth. They accept that just by defeating the challenges, and by setting up more good conditions for the usage of CLT, they can genuinely profit by CLT in their classrooms.

KEYWORDS: communicative approach, AV aids, eccentricism, CLT, learning circumstances, intentional association, and informative capability.

INTRODUCTION

Because of sentence structure interpretation strategy and sound lingual technique, the British etymologists presented Communicative language instructing (CLT) in 1960s which turned into a prevailing language showing approach in 1970s. At first intended for ESL setting, CLT was applied in English talking nations where English instructors upheld an ability based, disclosure arranged, communitarian way to deal with training (Holliday, 1994). Various CLT based language courses and reading material were presented in second language learning (L2) with an accentuation to improve informative capability of the students. The motivation behind CLT was to give the students chances to learn and utilize the objective language in L2 setting. Accordingly, the concentration in language educating moved from drill-based language exercises to open based exercises to give a characteristic development of language capacity. CLT alludes to the two cycles and objectives in study hall learning. Recognizable proof of students' open needs gave a base to educational program plan (Van Ek, 1975). As per Mey (1998), the essential standards of CLT incorporate student situated study hall, chances to build up a wide archive of exercises, different function of the instructors, and utilization of valid materials. Understanding the significance of English as a most widely used language and a language of science and innovation throughout the previous not many years, the situation of English language instructing and learning has been changing at a worldwide level. In the Uzbek setting, English has been held onto as one of the key dialects of the instructive arranging and now English has been made as a mandatory subject from rudimentary level to college level. The foundation of English language places (ELCs) in the colleges has assumed a basic function in starting a positive scholastic move towards student focused instructional method rather than the conventional instructor focused educating approach. It's no uncertainty that the Uzbek understudies comprehend the essentialness of English in the cutting-edge time.

Language is seen as a vehicle for correspondence and passing on information. It includes two sections, e.g., a speaker and an audience, and an author and a peruser. It recommends three directors in language picking up, as indicated by Richards and Rodgers (2001), 'correspondence standard, task-based guideline, and weightiness rule' (p.161). At the point when these directors are applied in a language learning condition, practical exercises and social association exercises happen (Littlewood, 1981). Therefore, it is identified with how well understudies are occupied with learning and utilizes language. As indicated by Nunan (1991, p. 280) open methodology describes five highlights which are stressing on figuring out how to impart; presenting real messages in learning condition, giving chances to zero in on language and learning measure, upgrading student's own encounters in language learning, and connecting study hall language learning involvement in exercises outside the study hall. Nunan's clarification of CLT proposes that any instructing practice that assists

understudies with building up their informative fitness in a genuine setting is viewed as a compelling instructional methodology in ESL/EFL circumstance. Regardless of how real the settings are, the learning or instructing happens in a study hall which is a long way from being real. Instructors should make 'genuine settings' to give the understudies opportunities to perform genuine acts. Because of the eccentricism of correspondence, 'genuine articles' are capricious and consequently can't be made either. Furthermore, informative methodology requires an instructor of excellent capacities. He should comprehend what the genuine settings are and how to act in these settings himself. He should be actually talented in order to ask sensible inquiries (Medgyes, 1990).

As indicated by Breen and Candlin (2001), in socio-psychological angle, information and learning are social develops and they depend on correspondence and it leases us to student focused and experience-based learning. In CLT, learning has become more student focused and less fundamentally determined" (Kern and Warschauer, 2000, p. 5). Hence, in CLT a student is seen as a functioning member in the development of information, instead of uninvolved beneficiaries of data gave by the instructor or the course book. Then again, a language instructor is no longer seen as the authority of the information, however as a facilitator, member, and gathering administrator (Richards and Rodgers, 2001, p. 167) who could make a profitable learning condition for the students. CLT weights on both 'what to educate' and 'how to instruct' and it centers around the criticalness of language works instead of relying entirely upon syntax and jargon. As indicated by Richards (2006), language guidance and learning in the early many years of CLT zeroed in on familiarity and the incorporation of language abilities, remunerating students' endeavors to talk or compose regardless of whether mistakes came about. Numerous sorts of instructional exercises were suggested, from mechanical language work on including the whole class or people, to substantially more open-finished open practice, some of it requiring possibly single direction or two-path trade of data through exercises in which accomplices need to share and combine data to do the undertaking. Nonetheless, presently different sorts of exercises, for example, inductive, revelation arranged realizing where understudies attempt to discover designs in language messages and datasets (e.g., normal collocations of words, and speculation their implications or utilization) are too supported. The educator's job is to make a sustaining, shared learning network and advantageous exercises for understudies. Richards' own English language course books encapsulate CLT standards also (e.g., New Interchange, Richards, 1998; and Passages, Richards and Sandy, 2008). The presence of an adaptable educational program over which the educator and understudies have a decent lot of control and info, little class sizes, and moderately minimal conventional appraisal is accepted in much CLT teaching method.

In CLT, contextualization, which means making, and the helpfulness of the language being found out and the exercises being occupied with ought to be apparent in educational program and guidance, remembering that correspondence happens in various ways, utilizing various methods. Students are urged to do informative exercises which will clean their talking, tuning, recorded as a hard copy, perusing or in any event, thinking in a characteristic way.

METHOD

The current examination is enlightening in nature however blended technique approach was received. Creswell, Plano-Clark, Gutmann and Hanson (2003, p. 212) talk about blended methodology as an assortment of subjective and quantitative information in an exploration. It additionally encourages the specialist to draw on different prospects of gathering and investigating information (Tashakkori and Teddlie, 1998) in an expansive point of view (Creswell, 2003). Triangulation is another part of blended technique which approves and ensures believability of the discoveries. Information was gathered through subjective and quantitative apparatuses which were spoken to in an educator survey and study hall perception. Concerning the poll, instructors were asked about their recognitions with respect to CLT, execution and issues they face in the study hall while utilizing CLT. Homeroom perception was likewise made to get a genuine picture whether instructors themselves are keen on making CLT condition. Understudies' inclusion was likewise seen during the homeroom perception in CLT errands planned keeping in see the course depiction/diagram and exercise plans. The example of study included 50 male and 50 female educators at random schools for survey, though 10 classes (male instructors) were chosen haphazardly and were watched for gathering the information.

RESULTS AND DISCUSSION

The current examination centers on educators' recognition with respect to making a CLT domain for improving understudies' open ability at schools. The goals of the examination were to discover the instructors' discernments with respect to CLT in their study hall, to see whether CLT improves understudies' open capability and EFL learning in Uzbek schools, and to recommend measures in regards to making a CLT situation in the homeroom. An instructor may limit himself to a particular strategy/approach or he may embrace an assortment of showing techniques/approaches as per the circumstance. In Uzbek setting, English language is a necessary subject at school and college levels and action-based schedules have been acquainted with make the understudies capable in English language aptitudes.

The survey shows that most of the instructors supported (consistently and frequently) informative methodology (89%), direct strategy (76%), and sound lingual technique (70%) altogether. Be that as it may, taking a gander at 'consistently' just, dominant part of the female educator picked informative methodology (48%) while male instructors were supportive of direct technique (34%) in their classes. Curiously, 12% male instructors chose syntax interpretation, though none of the female educators decided on it. The current information investigation mirrored that female educators were more mindful of the CLT approach as 48% of them generally utilized CLT in their study hall when contrasted with 26% of male partners. To propel the understudies, as the information gathered through an educators' survey reflected, they picked an assortment of procedures/approaches in their homerooms including open methodology at the top. With regards to current instructing, calculated systems are constantly expected to manage the everyday educating/learning circumstances in which the students face troubles, and without certain techniques they maybe can't accomplish the objective. To make their showing more successful, they apply different procedures also which incorporate direct strategy, sound lingual technique and complete physical reaction keeping in see their instructing circumstance. The prospectus is action-based presenting four abilities and syntax in setting. Notwithstanding, the educators from various nations lack CLT preparing so they applied their own proficient aptitudes to abuse the exercises. They utilized the investigation materials accessible in the book and no other instructing movement was watched. Having fixed understudy seats, gathering of the understudies was unrealistic. Notwithstanding, in one live with moveable seats, the instructor didn't endeavor to lead any gathering work with an explanation that he needs more an ideal opportunity for bunch work. Another explanation given for not endeavoring bunch exercises was that understudies typically begin talking in Uzbek rather than English. Furthermore, restricted pair work was seen in certain classes with a similar explanation that understudy when requested to examine a point in pair, they begin talking in their local language. Maybe the understudies did not have the necessary certainty or might feel restrained to communicate in English to one another so they switch over to Uzbek. This likewise mirrored their low capability in English which was considered as a significant test by the instructors in the poll. It was likewise seen that a few educators having a similar local language utilized Uzbek to clarify implications of troublesome work or ideas. As needs be, such circumstances prevented the way toward making an important and intentional association in the class, advancing student independence and empowering understudies for self-or companion revision. Then again, perceptions uncovered that the instructors endeavored to empower inventiveness among understudies through addressing strategies and the utilization of AV aids.

CONCLUSION

CLT has got ubiquity over the most recent forty years or thereabouts and in spite of the contradicting sees on the propriety, its achievability of execution has been examined in EFL setting over the world. In Uzbek schools, regardless of specific imperatives, there is an impressive number of English language educators who know about the CLT and are executing it in their homeroom and generally female instructors are more intrigued by CLT to improve open fitness of their understudies. Another viewpoint to improve informative ability of the understudy is educational plan. As of late, the vast majority of the colleges in Uzbekistan have embraced informative schedule zeroing in on the utilization of language as a method for correspondence as opposed to the standards of sentence structure. Nonetheless, CLT can't be successfully actualized because of specific requirements like huge classes, absence of AV aids, issues in directing pair and gathering work, and low degree of students' capability in English language. The current exploration attempted to discover the recognition, practices and challenges of actualizing CLT in the study hall regardless of its viability. As the

significant correspondence furnishes the understudies with a superior chance to upgrade their open ability, it is suggested that: Teachers may get ready CLT exercises, plan exercises, and make CLT condition to create informative capability of the understudies; By receiving CLT, instructors may make genuine correspondence the focal point of language learning; Teachers may give chances to students to create both precision and familiarity with a CLT situation; Teachers may interface the various aptitudes, for example, talking, perusing, and listening together, since they generally happen so in reality; In a CLT domain, understudies may incite or find sentence structure rules; Administration may mastermind proficient improvement courses for educators to create CLT condition; Administration may give instructors admittance to assets and AV helps for successful usage of CLT; CLT condition may persuade the understudies as they have to convey, all things considered, setting; Class size might be decreased/balanced for compelling execution of CLT; For powerful CLT condition, appraisal instruments might be created to survey informative capability of the understudies; Syllabus planner may re planned language educational program to help educators in creating open skill of the understudies.

REFERENCES

- 1) Allen, J. P. B. (1978). New development in curriculum: the notional and the structural syllabus. Paper read at the TEAL Conference, Vancouver, B.C., March 1978. Mimeo.
- 2) Andrews, S. (2003). Teacher language awareness and the professional knowledge base of the L2 teachers. *Language Awareness*, 12, 81-95. <http://dx.doi.org/10.1080/09658410308667068>
- 3) Breen, M. P., & Candlin, C. N. (2001). The essentials of a communicative curriculum in language teaching. In D.R. Hall, & A. Hewings (Eds.), *Innovation in English language teaching: A reader* (pp. 9-26). London: Routledge.
- 4) Brown, H. D. (2007). *Teaching by Principles. An Interactive Approach to Language Pedagogy*. New Jersey: Prentice Hall Regents.
- 5) Campbell, R., & Wales, R. (1970). The study of language acquisition. In J. Lyons (Ed.), *New horizons in linguistics*. Harmondsworth: Penguin Books.
- 6) Canale, M., & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics*, 1(1), 1-47.
- 7) Candlin, C. N. (1978). Discoursal patterning and the equalising of integrative opportunity. Paper read at the conference on English as an international and intranational language, The East-West Centre, Hawaii. April 1978. Mimeo.
- 8) Celce-Murcia, M. (1991). Grammar pedagogy in second and foreign language teaching. *TESOL Quarterly*, 25, 459-480.
- 9) Chomsky, N. (1965). *Aspects of the theory of syntax*. Cambridge: MIT Press.
- 10) Creswell, J. W. (2003). *Research design: Quantitative, qualitative, and mixed methods approaches* (2nd ed.). Thousand Oaks, CA: Sage.
- 11) Creswell, J. W., Plano-Clark, V. L., Gutmann, M. L., & Hanson, W. E. (2003). Advanced mixed methods research designs. In A. Tashakkori, & C. Teddlie (Eds.), *Handbook of mixed methods in social and behavioral research* (pp. 209-240). Thousand Oaks, CA: Sage.
- 12) Fang, Z. (1996). A review of research on teacher beliefs and practices. *Education Research*, 38(1), 47-64.
- 13) Gorsuch, G. (2000). EFL educational policies and education cultures: Influences on teachers' approval of communicative activities. *TESOL Quarterly*, 34(4), 675-710.