COMMUNICATIVE LANGUAGE TEACHING AND ITS IMPORTANCE IN EFL CLASSROOM

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Abstract: In this article, we explore the multifaceted significance of Communicative Language Teaching (CLT) within the dynamic landscape of English as a Foreign Language (EFL) classrooms. CLT represents a pedagogical approach that prioritizes the development of communicative competence among language learners by fostering meaningful interaction and authentic language use. Through a comprehensive examination of CLT's fundamental principles and methodologies, this paper elucidates its pivotal role in enhancing language acquisition and learner engagement within EFL contexts.

The discussion delves into various aspects of CLT implementation, including the integration of communicative activities, task-based learning, and learner-centered approaches. By placing learners at the forefront of the learning process, CLT encourages active participation and empowers students to take ownership of their language learning journey. Moreover, the article underscores the importance of creating communicatively rich environments where learners can experiment with language in real-life situations, thereby bridging the gap between classroom instruction and practical language use.

Though an in-depth analysis of CLT's relevance and efficacy in EFL classrooms, this article seeks to underscore its enduring importance in contemporary language education. By embracing CLT principles and methodologies, educators can cultivate communicatively learners to become proficient and confident users of the English.

Keywords: The integration of communicative activities; task-based learning; and learner-centered approaches; real-life situations.

Аннотация: В данной статье исследуется значимость Коммуникативного Метода Обучения Языку (КМОЯ) в контексте английского как иностранного языка (АИЯ). КМОЯ подчеркивает развитие коммуникативной компетенции у учащихся путем создания смыслового взаимодействия и аутентичного использования языка. С помощью всестороннего рассмотрения основных принципов и методик КМОЯ, настоящая статья раскрывает его ключевую роль в улучшении усвоения языка и вовлеченности учащихся в контекстах АИЯ.

Обсуждение затрагивает различные аспекты внедрения КМОЯ, включая интеграцию коммуникативных активностей, обучение на основе задач и подходы, ориентированные на учащихся. Ставя учащихся на передний план учебного процесса, КМОЯ поощряет активное участие и дает студентам возможность взять на себя контроль над своим обучением языку. Кроме того, в статье подчеркивается важность создания коммуникативно насыщенных сред для того, чтобы учащиеся могли экспериментировать с языком в реальных ситуациях, тем самым сокращая разрыв между учебным процессом и практическим использованием языка.

Через глубокий анализ актуальности и эффективности КМОЯ в классах АИЯ, настоящая статья стремится подчеркнуть его постоянное значение в современной языковой образовательной среде. Приняв принципы и методики КМОЯ, педагоги могут

выращивать коммуникативных учащихся, которые станут искусными и уверенными пользователями английского языка.

Ключевые слова: Интеграция коммуникативных действий; обучение на основе задач; и подходы, ориентированные на обучающегося; ситуации из реальной жизни

Annotatsiya: Bu maqolada Ingliz tilini o'rgatishda Kommunikativ O'qitish Metodining (KTO') ahamiyati ICHO' kontekstida o'rganiladi. KTO' talabalariga ma'naviy muloqotni rivojlantirishni va tili haqiqiy shaklda ishlatish orqali o'rganishlarini ta'kidlaydi. KTO'ning asosiy printsip va uslublarini keng to'la muhokama qilish orqali, bu maqola tilni o'rganish va talabalarini ICHO'kontekstlarida qatnashganligi yaxshilashda uning asosiy rolini o'zlashtiradi.

Munozarada KTO'ni qo'llashning murakkabliklari, kommunikativ faoliyatlarni integratsiyalash, vazifalar asosida o'qitish va talabaga yo'naltirilgan uslublar kabi xil ko'rishlar keltirilgan. Talabalarni o'qitish jarayonida oldiga olish orqali, KTO'faol ishtirokni rag'batlantiradi va o'quvchilarga tilini o'rganishda ozlarining nazoratini olish imkoniyatini beradi. Shuningdek, maqolada, talabalar tilni amaliy muhiti yaratishning e'tibor qanday qilishi muhim bo'ladi, shuningdek, talabalar tilni amaliy holatlarda sinab ko'rish orqali til bilish jarayonini va amaliy til ishlatish yo'qotishini qisqarishi.

KTO' klasslarida KTO'ning zamonaviyligi va samaradorligi ustida chuqur ta'kidlash orqali, ushbu maqola muasir til o'qitish muhitidagi o'z-o'ziga xosining o'rnini ajratadi. KTO' ning asosiy printsip va uslublarini qabul qilish orqali, o'qituvchilar Ingliz tili foydalanuvchilari bo'lgan va so'zlar bilan erkin fikrlashlarini kuchaytiradigan kommunikativ talabalarini tarbiyalashlari mumkin.

Kalit so'zlar: Kommunikativ faoliyatlar integratsiyasi; vazifalar asosida o'qitish; va o'quvchiga yo'naltirilgan usullar; haqiqiy hayot holatlari.

Introduction

"There are squabbles and disagreements, if not outright wars, from time to time. However, no one is willing to assert that they do not belong to the family". One of the things that CLT embraces within its family is the concept of how language is used. Instead of concentrating solely on grammar, pioneers such as David Wilkins in the 1970s looked at what notions language expressed and what communicative functions people performed with language. The concern was with spoken functions as much as with written grammar, and notions of when and how it was appropriate to say certain things were of primary importance. Thus communicative language teachers taught people to invite and apologize, to agree and disagree, alongside making sure they could use the past perfect or the second conditional. If you consider the English environment your students are exposed to you might find there is more of a need to focus on communication skills in English than on the language itself.

For instance, many EFL students will have more than one English class. They will have English lessons which focus on grammar or a specific skill and they will have lessons with an EFL teacher. In theory these lessons should focus more on communication than language. This is because their other lessons provide the focus on the language. The EFL classroom, on the other hand, should be the space to practice their language skills and put their language into practice.

Unfortunately, many EFL teachers neglect communication in favor of grammar and vocabulary. This may also be because of pressure from their school. It is important, especially with older

students, to give them skills which will equip them to function and thrive in an English-speaking environment. This can mean more than being able to communicate in English.

Thus, role-play and simulation have become very popular in CLT. For example, students might simulate a television program or a scene at an airport - or they might put together the simulated front page of a newspaper. In other communicative activities, students have to solve a puzzle and can only do so by sharing information. Sometimes they have to write a poem or construct a story together. In order for these activities to be truly communicative, it was suggested from the very beginning, students should have a desire to communicate something. A key to the enhancement of communicative purpose and the desire to communicate is the information gap.

- Meaning must come first: if children do not understand the spoken language, they cannot learn it.
- To learn discourse skills, children need both to participate in discourse and to build up knowledge and skills for participation.

CLT, therefore, with its different strands of what to teach (utterances as well as sentences, functions as well as grammar) and how to teach it (meaning-focused communicative tasks as well as more traditional study techniques), has become a generalized 'umbrella' term to describe learning sequences which aim to improve the students' ability to communicate. This is in stark contrast to teaching which is aimed more at learning bits of language just because they exist - without focusing on their use in communication. “However, CLT has come under attack for being prejudiced in favor of native-speaker teachers by demanding a relatively uncontrolled range of language use on the part of the student, and thus expecting the teacher to be able to respond to any and every language problem which may come up”. ” CLT has sometimes been seen as having eroded the explicit teaching of grammar with a consequent loss among students of accuracy in the pursuit of fluency. Perhaps there is a danger in a general over-emphasis on performance at the expense of progress”. Finally, some commentators suggest that many so-called communicative activities are no more or less real than traditional exercises. Getting people to write a letter, buy an airline ticket, find out train times, or go and look something, is just as contrived as many more traditional exercises, and does not, in fact, arise from any genuine communicative purpose. Despite these reservations, however, the Communicative approach has left an indelible mark on teaching and learning, resulting in the use of communicative activities in classrooms all over the world.

The term 'discourse' is used in two ways in the literature. Firstly, discourse is contrasted with text to emphasize that it concerns use of the language. While 'text' means nothing more than a piece of language, if it is considered as 'discourse', we must include the context of use and the users of the text. A very simple example is a shopping list. If we consider the shopping list as a text, we have a list of items. These use and user factors are part of any analysis of discourse, and help explain content and form. The second use of discourse is in contrast to sentence, when it refers to a piece of language longer than the sentence. The. sentence has traditionally been taken as a basic unit for grammatical analysis, broken down into clauses, phrases and then words. Once we move from sentences to paragraphs or to books, articles or other large units of text, we are in the world of discourse. When we think about spoken language, discourse in this sense refers to conversation or to larger units of talk, such as stories or songs. The Erst sense of discourse is the most important, because all language is used in a context and develops as a result of contextualized use. The second sense can be seen as springing out of the Erst, in that, when people use language for real purposes, they tend to do so in time' bounded chunks of talk or writing. These real units of language use are very seldom restricted to the length of a

sentence or smaller - although they can be, as when a sign on the edge of a building site says Keep Off! or Danger. The term 'discourse event' will be used here to describe a naturally bounded use of language of any length.

Methodology

In some ways, children approach oral language differently than adults do. The role of language play within language learning is examined by Cook**.** Children appear more likely than adults to play with language and may learn through language play. They enjoy rhythmic and repetitive language more than adults do. They play with the intonation of a sentence, and most are willing to sing. They enjoy repeating a word or an utterance in a play situation. With less awareness of the wavs in which languages can differ, children are more likely to laugh at the sounds of a second language, or to be reminded of a word in the first language. Young children such as kindergartners mac comfortably talk to themselves, perhaps as part of a fantasy role play.

Siddiqui and Asif investigated how teachers perceive the use of CLT in their EFL classrooms at a Saudi university with regard to the problems students face, including those involving reading, writing, vocabulary and grammatical concepts. The authors collected data from 35 participants—EFL teachers at the **King Abdulaziz University English Language Institute**. They collected data using semi-structured interviews and a questionnaire. The findings showed that participants have mixed perceptions and views of CLT and its implementation at this university. However, this qualitative research did not tackle NNESTs' lived experiences of conceptualizing CLT in the EFL context after completing a CELTA qualification. The data are limited in the sense that they investigated the understanding of a teaching approach—CLT—without performing classroom observations. Mackey and Gass explained how classroom observation can provide the researcher with extensive data about many kinds of events happening inside a classroom, such as the teaching process**.** Siddiqui and Asif stated that there is a need for more teacher training on the appropriate use of CLT in the EFL context. Nevertheless, neither they nor the above-mentioned researchers shed light on the effects of professional development programs (e.g. Cambridge CELTA) on teachers' conceptualization and implementation of CLT in the Saudi EFL context.

COMMUNICATIVE ACTIVYTIES

Advantages of communicative activities

- Learning is maximized when students are engaged in relevant tasks within a dynamic learning environment instead of traditional teacher-centered classes.
- Real life communication is the target. learners are trained not only to be linguistically competent but also communicatively and sociolinguistically competent.
- Communicative activities are motivating. Learning is achieved while learners are having fun.

Characteristics of communicative activities

- The success of a communicative activity can be determined by the extent to which learners are dependent on the teacher. Tasks should be devised in a manner that learners gain autonomy and independence while learning.
- The role of the teachers is to give clear and to the point instructions and provide the appropriate environment for learners to interact and exchange information.

- Communicative activities are motivating. Learners should be at ease and have fun while doing the communicative tasks.
- Communicative tasks are realistic. Real communication situations should be the focus instead of isolated structures with no real-life reference.
- While in teacher-led classrooms learners were expected to be quiet and listen to the teacher and then, when asked, to respond to the teacher in unison with the one
- correct answer, communicative tasks require learners to take initiatives and provide their responses (instead of a response) to contribute to the success of learning.
- Communicative activities are meaningful: they are carried out to fulfil specific purposes such as booking a plane, hotel ticket, inviting somebody to a party, answering an invitation letter, shopping….

Information gap.

This involves two (or more) learners. Each testee has part of the information. They have to negotiate in order to get the missing information. A clear context must be specified for the test.

Letter writing.

learners may be asked to write, for example, a business letter to ask for information or to respond to a complaint by a customer

Note taking.
Testees are involved in a listening activity in which they have to take notes and, for example, write a report.

TASK-BASED LEARNING

The primary factor that contributed to Task-based revolution is the identification of the fact that pair work and group work enable the learners to take part in intensive verbal interaction unlike a teacher fronted interaction. Secondly pair work and group work function as an alternative to individual work. The learners get a chance to work in cooperation and coordination, and that will lift their spirit and push the learners forward. Thirdly the features of a target language are not assimilated in natural oral context.

1) Structure-based production tasks: Structure-based production tasks are designed to elicit a particular target language feature or structure. For-instance in tasks like Picture difference, picture sequencing, picture drawing etc. Question forms are elicited. Tasks like exchanging travel itinerary, the simple present tense or future tense are elicited.

2) Comprehension tasks: comprehension tasks are based on the assumption that language acquisition takes place as a result of input-processing. The learners are required to pay conscious attention and notice the linguistic form that is presented as input and based on the responses made by the learner in the input phase a task is given.

3) Consciousness-raising tasks: Consciousness raising tasks are designed to cater to explicit learning. They are meant to develop awareness at the level of understanding and not merely noticing. The learners are required to talk about language, they are asked to frame their own grammar rules.

The following quote from the Hong Kong Ministry of Education is typical of the kinds of governmental pronouncements being made with regard to task-based instruction. “The task-

based approach aims at providing opportunities for learners to experiment with and explore both spoken and written language through learning activities that are designed to engage learners in the authentic practical and functional use of language for meaningful purposes. Learners are encouraged to activate and use whatever language they already have in the process of completing a task. The use of tasks will also give a clear and purposeful context for the teaching and learning of grammar and other language features as well as skills.... All-in-all the role of task- based learning is to stimulate a natural desire in learners to improve their language competence by challenging them to complete meaningful tasks". Because of pronouncements like this task- based language learning has become popular.

LEARNER-CENTERED APPROACH

We can define the main principles of student-centered learning as:

1.the learner has full responsibility for her/his learning;

2.involvement and participation are necessary for learning;

3.the relationship between learners is more equal, promoting growth and development;

4.the teacher becomes a facilitator and resource person;

5.the learner sees himself differently as a result of the learning experience.

As for the advantages we can name the following:

students learn important communicative and collaborative skills through group work; students learn to direct their own learning, ask questions and complete tasks independently; students are more interested in learning activities when they can interact with one another and participate actively.

Now point out some disadvantages:

because students are talking, classrooms are often busy, noisy and chaotic; teachers must attempt to manage all students' activities at once, which can be difficult when students are working on different stages of the same project; because the teacher doesn't deliver instruction to all students at once, some students may miss important facts;

some students prefer to work alone, so group work can become a bit difficult for them.

To achieve learner-centered teaching, teachers should be focused in the following:

teaching will be based on building a strong knowledge foundation and to develop learning skills and learner self-awareness.

The role of the teacher: The role of the teacher is as facilitator of the learning process. The teacher proposes students a real task and shares some decisions about the learning process.

Responsibility of the own learning: The teacher creates learning environments that motivate students to take responsibility for own learning.

Assessment: Learner-centered teaching uses assessment as a part of the learning process, we propose use of rubrics and the use of e-portfolio and other ICT tools.

Real-world tasks are tasks that reflect real-world uses of language and which might be considered a rehearsal for real-world tasks. A role play in which students practice a job interview would be a task of this kind. Willisproposes six types of tasks as the basis for TBL:

1. Listing tasks: For example, students might have to make up a list of things they would pack if they were going on a beach vacation.

2. Sorting and ordering: Students work in pairs and make up a list of the most important characteristics of an ideal vacation.

3. Comparing: Students compare ads for two different supermarkets.

4. Problem-solving: Students read a letter to an advice columnist and suggest a solution to the writer's problems.

5. Sharing personal experience: Students discuss their reactions to an ethical or moral dilemma.

6. Creative tasks: Students prepare plans for redecorating a house.

CLT should emphasize meaningful interaction rather than focus on accuracy of pronunciation and grammar. Interaction that is meaningless focuses on rote memorization or drills. Interaction becomes meaningful when students can make connections and applications to their lives. Because meaningful communication is central to learning a language, "using the language to interpret and express real-life messages"should be a main focus of language instruction. I have noticed that my students' motivation is higher when they are required to use the language. When they see the connection with their lives and how the language is useful for them, most often, they want to learn to be able to apply the language to their lives. In order to accomplish the classroom task, an instructor must provide her students with opportunities for both authentic communication and meaningful interaction.

CONCLUSION

In conclusion, this article delves into the heart of Communicative Language Teaching (CLT) and its various components, including discourse analysis, methodology, communicative activities, task-based learning, and learner-centered approaches. It underscores the importance of focusing on how language is used in real-life contexts rather than solely on grammar and vocabulary. Throughout the discussion, the article highlights the shift towards student-centered learning, where learners take responsibility for their own learning and engage in meaningful communication tasks.

The advantages of communicative activities lie in their ability to maximize learning through engagement, promote real-life communication skills, and enhance motivation. Task-based learning further emphasizes the importance of authentic language use and provides learners with opportunities for intensive verbal interaction. Meanwhile, learner-centered approaches prioritize student involvement, collaboration, and self-directed learning, fostering a more equal relationship between learners and teachers.

Ultimately, the article advocates for a shift towards meaningful interaction in language instruction, where students can connect language learning to their lives and see its usefulness. By providing opportunities for authentic communication and meaningful interaction, instructors can enhance student motivation and facilitate language learning in a more effective and engaging manner.

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