



COMMUNICATIVE APPROACHES IN TEACHING FOREIGN LANGUAGES

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Abstract: *In the context of globalization, modern domestic education needs to use a set of methods for teaching foreign languages in order to effectively achieve student results. The article considers a communicative approach to teaching foreign languages on the example of English language; its specifics, advantages and disadvantages are described, the teacher's role in teaching using this method is highlighted, examples of exercises and tasks are presented.*

Keywords: *communication, English as foreign language, method, opportunity, planning, contemporary.*

“Students are very perceptive about knowing which teachers can make a difference to their learning. And teachers who command this credibility are most likely to make the difference”. Communicative Language Teaching (CLT) was introduced in 1970s. The demand of teaching and learning English has created immense opportunities for people around the world. A huge number of people want to improve their communication skills to survive in the global market. CLT has served the demand of learning and teaching of English for many decades as a major source of influence on language teaching practice across the world. In addition, language teaching has seen many changes in past fifty years. Up to late 1960s, traditional approaches were followed for the language instruction. The classic communicative language teaching was followed from 1970s to 1990s and the current communicative language teaching is in practice since late 1990s till today.

According to Oxford, “this is essential to the active development of the new language”. The learner should enter into situations where communication takes place as much as possible to increase his or her communicative proficiency. Teachers no longer rely on activities that require repetition, accuracy and the memorization of sentences and grammatical patterns; instead, they require the learners to negotiate meaning and to interact meaningfully in the new language. Learners have to participate in classroom activities based on a cooperative rather than individualistic approach to learning; they need to listen to their peers in order to carry out group work successfully. The teacher adopts different roles. On the one hand she is a “facilitator, a guide and a helper” and on the other hand a “coordinator, an idea-person and a co-communicator”. She talks less and listens more to the students’ output. In addition to that, the teacher also identifies the students’ learning strategies and helps the students to improve them if necessary and shows them how to work independently. Instructional tasks become less important and fade into the background. That doesn’t mean that they aren’t used at all, but with less significance.

These changes give the teacher more scope for variety and creativity and she gives up her status as a person of authority in a teacher-learner hierarchy. It is the teacher’s responsibility to be creative and prepare appropriate material at home. The teacher can also assume other roles, for example the needs analyst, the counselor or the group process manager. Materials play an important role in communicative language teaching. They provide the basis for communication



among the learners.

According to Richards & Rodgers, there are three basic types of material. These are text-based materials, task-based materials and realia. Text-based material like textbooks will, if designed on CLT principles, offer the learners many kinds of prompts on which they can build up conversations. They will typically contain visual cues, pictures and sentence fragments which the learners can use as a starting point for conversation. Other books consist of different texts the teacher can use for pair work. Both learners get texts with different information and the task is to ask each other questions to get to know the content of the missing piece. Task-based material consists of exercise handbooks, cue cards, activity cards, pair-communication practice materials and student-interaction practice booklets. Pair-communication practice material contains material contains two sets of material for a pair of students.

It is similar to a task using text-based material. Both students have different kinds of information and through communication they need to put the parts together.

Other pair-work tasks involve one student as an interviewer and the other one the interviewee. Topics can range from personal experience and telling the other person about one's own life and preferences to talking about a topic that was discussed in the news recently or is still up-to-date. Using realia in communicative language teaching means using authentic material, for example newspaper articles, photos, maps, symbols, and many more. Material which can be touched and held makes speaking and learning more concrete and meaningful. Maps can be used to describe the way from one point to another and photos can be used for describing where things are placed, in front of, on top of or underneath something, and so on.

References

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