



The Communicative Approach to Language Teaching

Salikhova Nasiba

Senior teacher of the department of English in the preschool education, USWLU

ABSTRACT

The methodology is an entire analysis made systematically and theoretically implemented in the field of study. It contains the principles and objectives of the methodology related to the branch of that knowledge. It encompasses ideas about various phases, paradigms, quantitative models, theoretical studies, and qualitative methods. The concept of the methodology is not to give a solution to your problems, instead of underpinning the steps considered as a solution is marked and processed to calculate the correct result. So this article explains about the different methodologies implemented for solution analysis is briefly explained.

Keywords:

Methods, communication, practice, authentic texts, approach, teaching.

The English language is the language of the world, and English teachers have changed their methods of delivery over the years to suit the present scenario.

By using methods, we avoid repeating code. Repetition is bad practice, because it complicates maintaining the program and leads to errors. If a certain part of our code can be found more than once in the program and we need to change it, the changes must be made in all of the repetitions of the code in question. There is a great probability to miss a spot where correction is needed, which would lead to incorrect behavior of the program. This is the reason why it is a good practice to use a certain fragment of code more than once in our program, to define it as a separate method. Methods make it possible to use certain code multiple times. With solving more and more problems, you will find that using already existing methods saves a lot of time and effort.

Different Language Teaching Methods

The Direct Method

The direct method in teaching a language is directly establishing an immediate and audiovisual association between experience

and expression, words and phrases, idioms and meanings, rules and performances through the teachers' body and mental skills, without any help of the learners' mother tongue.

1. Direct method of teaching languages aims to build a direct way into the world of the target language making a relation between experience and language, word and idea, thought and expression rule and performance.
2. This method intends for students to learn how to communicate in the target language.
3. This method is based on the assumption that the learner should experience the new language in the same way as he/she experienced his/her mother tongue without considering the existence of his/her mother tongue.

Essentials:

- No translation
- Concepts are taught by means of objects or by natural contexts through the mental and physical skills of the teacher only.
- Oral training helps in reading and writing listening and speaking simultaneously.

- Grammar is taught indirectly through the implication of the situation creation.

Techniques:

- ❖ Question/answer exercise – the teacher asks questions of any type and the student answers.
- ❖ Dictation – the teacher chooses a grade-appropriate passage and reads it aloud.
- ❖ Reading aloud – the students take turns reading sections of a passage, play or a dialogue aloud.
- ❖ Student self-correction – when a student makes a mistake the teacher offers him/her a second chance by giving a choice.
- ❖ Conversation practice – the students are given an opportunity to ask their own questions to the other students or to the teacher. This enables both a teacher-learner interaction as well as a learner-learner interaction.
- ❖ Paragraph writing – the students are asked to write a passage in their own words.

Grammar-Translation Method (GTM)

Grammar Translation Method is a method of learning any foreign language by the practice of translating or converting the sentences of the native language into the target language or vice versa. In GTM classes, students learn grammar rules of the foreign language and try to apply those rules to the native language to convert it into the foreign one.

Advanced classes of GTM enable students to convert the whole paragraph even, word to word, and to advance their intellectual development. Basically, learning any foreign languages and mental discipline and Language translation has a goal of enabling the students to learn the foreign literature in its original form. In this article, the concept of the grammar translation method will be discussed and some techniques or approaches used in translation will be thoroughly explained.

Characteristics of GTM:

- It helps to learn a foreign language and its correct sentence structure.
- Allows the students to be able to read and write a new language.

- To enable students to use interchangeable words and phrases.
- They get to learn new vocabulary and new words.
- It does not enable students' skills in listening and speaking of foreign language.
- GTM classes are primarily conducted in the mother tongue.
- Focus on pronunciation and communication aspects is lesser than reading and writing.

Total Physical Response (TPR)

It is based upon the way that children learn their mother tongue. Parents have 'language-body conversations' with their children, the parent instructs and the child physically responds to this. The parent says, "Look at mummy" or "Give me the ball" and the child does so. These conversations continue for many months before the child actually starts to speak itself. Even though it can't speak during this time, the child is taking in all of the language; the sounds and the patterns. Eventually when it has decoded enough, the child reproduces the language quite spontaneously. TPR attempts to mirror this effect in the language classroom.

How can I use it in class?

In the classroom the teacher plays the role of parent. She starts by saying a word ('jump') or a phrase ('look at the board') and demonstrating an action. The teacher then says the command and the students all do the action. After repeating a few times it is possible to extend this by asking the students to repeat the word as they do the action. When they feel confident with the word or phrase you can then ask the students to direct each other or the whole class.

It is more effective if the students are standing in a circle around the teacher and you can even encourage them to walk around as they do the action.

TPR can be used to teach and practise many things.

- Vocabulary connected with actions (smile, chop, headache, wriggle)

- Tenses past/present/future and continuous aspects (Every morning I clean my teeth, I make my bed, I eat breakfast)
- Classroom language (Open your books)
- Imperatives/Instructions (Stand up, close your eyes)
- Storytelling

It can be adapted for all kinds of teaching situations, you just need to use your imagination!

Communicative Language Teaching (CLT)

Communicative language teaching (CLT), or the communicative approach (CA), is an approach to language teaching that emphasizes interaction as both the means and the ultimate goal of study.

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.

According to CLT, the goal of language education is the ability to communicate in the target language. This is in contrast to previous views in which grammatical competence was commonly given top priority.

CLT also positions the teacher as a facilitator, rather than an instructor. Furthermore, the approach is a non-methodical system that does not use a textbook series to teach the target language but works on developing sound oral and verbal skills prior to reading and writing.

Audio-Lingual

The audio-lingual method or Army Method is a method used in teaching foreign languages. It is based on behaviorist theory, which postulates that certain traits of living things, and in this case humans, could be trained through a system of reinforcement. The correct use of a trait would receive positive feedback while incorrect use of that trait would receive negative feedback.

This approach to language learning was similar to another, earlier method called the direct method. Like the direct method, the audio-lingual method advised that students should be taught a language directly, without using the students' native language to explain new words or grammar in target language. However, unlike the direct method, the audio-lingual method did not focus on teaching vocabulary. Rather, the teacher drilled students in the use of grammar.

Applied to language instruction, and often within the context of the language lab, it means that the instructor would present the correct model of a sentence and the students would have to repeat it. The teacher would then continue by presenting new words for the students to sample in the same structure. In audio-lingualism, there is no explicit grammar instruction: everything is simply memorized in form.

The idea is for the students to practice the particular construct until they can use it spontaneously. The lessons are built on static drills in which the students have little or no control on their own output; the teacher is expecting a particular response and not providing the desired response will result in a student receiving negative feedback. This type of activity, for the foundation of language learning, is in direct opposition with communicative language teaching.

Task-based language learning(TBL)

Task-based learning (TBL) is a teaching method that focuses on context and meaning. This approach is also called task-based instruction (TBI) or task-based language teaching (TBLT).

In a task-based language learning class, teachers give students tasks to compete so that they can practise the language in a personalised and meaningful way.

After completing the task, the teacher asks students to consider the language they used. However, the main focus of a task-based learning class is on the students actually doing the task itself. This reveals the language that is studied.

Task-based language learning uses practical tasks to help students find their own useful vocabulary and language structures.

References:

1. Alyavdina N. G., Margaryan T. D., Innovative techniques of English language for specific purposes in technical colleges. Humanitarian journal 2013, №. 7.
2. Basturkmen H. Ideas and options in English for specific purposes, — Taylor and Francis e-library, 2008.
3. Teaching ESP: Best Practices / IBM PC CD — ROM: Published by «Repetitor Multi Media» for the English Language Office of the US Embassy. — Moscow, 2012.
4. Ter-Minasova S. G., Language — only accompaniment to the specialty / Interview magazine, «The area of science». — Yaroslavl State University, 2012. — № 1.