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**“Communicative Language Teaching: introduction,
strengths and weaknesses”.**

Key words: *introduction, communicative, language, cocenrtation, relationship, to reach a goal, approach.*

Ключевые слова: *представление(ознакомление), язык, концентрация(внимание), взаимодействие, достигнуть цели, подход.*

Abstract: In this article we would like to introduce with the definition CLT- Communicative Language Teaching, What is it, where it comes from in common way, because there exists a lot of statements, opinions about it. Indeed, some have argued that, as a label for a Language Teaching Method ,CLT has lots its relevance to any kind of teaching. And would like to describe some advantages and disadvantages in CLT theory research and practice that point to the conclusion that a balance needs to be struct within CLT- one that allows for the integration of more direct instruction of language (including grammatical, lexical and socio-gramatic features) with communicative skills.

Introduction: Successful Language learning can be achieved, when students have the opportunity to receive clear instructions and at the same time experience real-life situations in which they can aquire the language.

It is intended as an introduction to the communicative approach for teachers and teachers-in-training who want to provide opportunities in the classroom for their students to engage in real-life communication in the target language. Questions to be dealt with include what the communicative approach is, where it came from, and how

teachers and students roles differ from the roles they play in other teaching approaches.

Communicative Language Teaching (CLT) is a language teaching tradition, which has been developed in 1970's. CLT is regarded more as an approach since the aims of CLT are: a) to make the communicative competence the goal of language teaching and b) to develop procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication (Richards and Rodgers, 1986;66). CLT deals more with assumptions about language and language learning. Its origins are many, insofar as one teaching methodology tends to influence the next.

CLT makes use of real-life situations that necessitate communication. The teacher sets up a situation that students are likely to encounter in real life. Unlike the audiolingual method of language teaching, which relies on repetition and drills, the communicative approach can leave students in suspense as to the outcome of a class exercise, which will vary according to their reactions and responses. The real-life simulations change from their desire to communicate in meaningful ways about meaningful topics.

Margie S. Berns, an expert in the field of Communicative Language Teaching, writes in explaining Firth's view that "language is interaction: it is interpersonal activity and has a clear relationship with society. In this light, language study has to look at the use (function) of language in context, both its linguistic context (what is uttered before and after a given piece of discourse) and its social, or situational, context (who is speaking, what their social roles are, why they have come together to speak)" (Berns, 1984, p.5)

Common to all versions of Communicative Language Teaching is a theory of language teaching that starts from a communicative model of language and language use, and that seeks to translate this into design for an instructional system, for

material, for teacher and learner roles and behaviors, and for classroom activities and technique.

Perhaps the most serious challenge to the spread of CLT comes from teacher outside of the Inner Circle who questions the appropriateness of the approach for their particular teaching context. One of the earliest studies which provide evidence of the challenge is a survey of Chinese university teachers undertaken by Burnaby and Sun (in McKay, 2002:113). The Chinese teachers in the study believed that whereas CLT would be appropriate for Chinese students who intended to go to English speaking countries, an emphasis on reading and translation would best meet the need of many English language learners in China.

Meanwhile, Li (in McKay, 2002:113) interviews Korean secondary school teachers on the difficulties involved in implementing CLT demonstrates similar problems. Li's study revealed three sources of difficulty in using CLT. The first comes from the educational system itself in which large classes, grammar-based examinations, insufficient funding, and lack of support for teacher education undermines the implementation of this approach. Second, the students' low English proficiency, lack of motivation for developing communicative competence, and resistance to class participation makes it difficult to use CLT. Finally, the teachers believe that their own inadequacies contribute to the problem. They feel that their deficiency in spoken English and sociolinguistic competence, along with their lack of relevant training and limited time to develop materials, add their difficulties. Medgyes, a Hungarian teacher educator, has various concerns about CLT.

The CLT is currently the most popular in the world for teachers to talk about, but statistics show that only a small percentage of teachers actually apply it. Basically, the CLT states that language learning happens best when students are trying to communicate with the teacher, not just when they talk but when they exchange new information to reach a goal. Asking a student how to spell *chair* is not communicative because the teacher already knows the answer: there's no real goal. Asking the student

to spell what he sat on when he went home last night is communicative because the teacher may not be sure of the answer.

Strengths: Communicative teaching emphasis on “task-oriented, student-centered” language teaching practice, asked to show the life of the actual needs of the English language to simulate a variety of life contexts, emotional, and to provide students with comprehensive use of English language, for communication of opportunities, its focus is not only a language in the form, grammatical accuracy, more emphasis on the appropriateness of language use, feasibility, communication skills, as well as training students in communicative activities in the strain and problem-solving ability.

The interaction between students and teachers. Communicative teaching is becoming increasingly clear feature is the change in the way as the internship, students develop the subject, initiative and become increasingly important. Teacher-student relationship is an interactive, harmonious relationship, rather than the traditional education, the kind of master-servant relationship.

CLT is a holistic approach. It doesn't focus only on the traditional structural syllabus. It takes into consideration communicative dimension of language.

CLT provides vitality and motivation within the classroom.

CLT is a learner centered approach. It capitalizes on the interests and needs of the learners.

CLT can play a great role in education.

To impart the basic knowledge and ability to skillfully combine the development. Traditional classroom teaching of English in the main body of the expense of home study, only emphasized the teachers on the knowledge of the systematic and integrity, which is a teacher-centered, knowledge-centered from the medieval “scholastic” teaching methods inherited. One consequence of the neglect of student ability. The communicative teaching emphasizes the learner's cognitive

ability and operational capabilities, which allow the students themselves to think about and express their views, thus trained in real life the ability to use language to communicate.

Greatly enhanced the student's interest. Communicative teaching students to participate in, sometimes accompanied by scenes or simulated scenarios, so that students more close to life, the students became the main character, naturally they were interested in the English language, to learn English as a pleasure.

Weaknesses: The various categories of language functions are overlapping and not systematically graded like the structures of the language.

The CLT focuses on the use of language in everyday situations, or the functional aspects of language, and less on the formal structures. There must be a certain balance between the two. It gives priority to meanings and rules of use rather than to grammar and rules of structure. Such concentration on language behavior may result in negative consequences in the sense that important structures and rules would be left out.

Although it can be successfully argued that the communicative language teaching (CLT) approach does enable learners to interact, it is possible that the activities undertaken in the classroom may be perceived by learners as being too abstract. Despite teachers' best efforts, classroom activities are not actually real-life, and it can be difficult to reproduce truly authentic language use and to facilitate genuine interaction.

It may also be a difficult method to use in very large classes, where it may be easier to monitor and guide students by adopting a more didactic approach.

The CLT relies extensively on the functional-notational syllabus which places heavy demands on the learners.

Students with low levels of proficiency in the target language may find it difficult to participate in oral communicative activities and, if the exams used by an institution are grammar based, communicative fluency may not be appropriate.

The requirements are difficult. Not all classrooms can allow for group work activities and for teaching aids and materials.

It is also worth considering that CLT may not be appropriate in EFL classrooms where English is rarely heard or used outside of the classroom – where all the situations in which English is used in the classroom are ‘pretend’ and are therefore difficult to place in any authentic context.

Some people believe that with CLT there is a danger of focusing too much on oral skills at the expense of reading and writing skills, and that there may be too much focus on meaning at the expense of form. It is felt that there is not enough emphasis on the correction of pronunciation and grammar errors.

Conclusion: Communicative Language Teaching does not promote one standartized method or approach to the study of the spoken language, it promotes the best or most effective techniques or methodologies. The teaching of proficiency and communicative-based skills raises the question not only about content but also about the choice of learning tasks or best teaching practices.

In spite of its critics, CLT has gained widespread acceptance in the world of language study. CLT can succeed, as long as teachers don’t completely reject the need for the structure provided by grammar. Teachers must strive for moderation and shouldn’t neglect the merits of other methods. CLT, in the hands of a balanced teacher, can bring new life and joy to the classroom. Its vitality makes it an important contributor to language learning approaches.

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