



## CLT PLAY AN IMPORTANT ROLE TO LEARN LANGUAGE EFFECTIVELY

**Khalilova Olima Akhatovna**

Chair of English languages

Institute of Karshi Engineering Economics

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<b>Received:</b> February 11 <sup>th</sup> 2023 <b>Accepted:</b> March 11 <sup>th</sup> 2023 <b>Published:</b> April 17 <sup>th</sup> 2023	As the language is taught for the functional purpose, a variety of linguistic forms are presented together. Students have to learn language properties i.e. cohesion and coherence which are helpful to combine sentences together. It is essential for them as they work with language at the discourse or super sentential (above sentence) level. In CLT, games, role plays, group work, pair work, etc. play an important role as they have certain feature in common to learn language effectively.

**Keywords:** Cohesion, Coherence, Helpful, Approach, Competence, Function, Discourse

The CEFR is the most comprehensive, and the most widely used set of foreign language education standards throughout the world. By describing the outcomes of a curriculum and its assessment in terms of what a learner **can do** in English, the CEFR encourages:<sup>1</sup>

- the design of a **communicative curriculum**,
- teachers **teach communicatively**,
- the design of **assessments that show a learner's communication skills**.

**It is very important that the assessment matches the course so that it tests learners' communicative skills.**

As we can see from earlier descriptions of CEFR, the focus is on what a learner can do in communication. Therefore, logically, the learner is taught in a communicative way, linking his or her learning to the real world. CLT is at the heart of this approach in learning, teaching and assessment. CLT includes the following competences:

Linguistic Competence – including grammar, vocabulary and pronunciation

Pragmatic Competence – including function and discourse

Sociolinguistic Competence – including politeness, register, etc.

The ultimate aim will also be to make graduates more employable by improving their **communicative language** capabilities

### What exactly is CLT?

The methods and goals of CLT in classroom learning:

- promote interaction with other speakers.
- aim to involve and engage learners in the experience of communication.
- provide learners with the linguistic key to open doors in society.

### What are the principles of CLT?

Teaching language as communication

Learning and competence are relative - not absolute

Culture affects communicative competence

Teachers use a variety of methodologies and techniques

The more learners use the language, the more competent they become

Learners are engaged in what they are doing

**So, the teacher and the learner need to understand that:**

we need to focus on how language is used in the real world.

learners learn best when language is put in a meaningful context.

language teaching and learning needs to be done in collaboration with the 'content' teacher

CLT is learner-centered rather than teacher-centered.

error can be evidence of learning.

we learn by doing, not by learning about doing.

each teacher and each learner are individuals with different characteristics

### Advantages of CLT

It's a holistic approach to language learning

It's task-based so it provides an authentic context

CLT develops critical thinking

<sup>1</sup> Council of Europe (1996): Modern languages: learning, teaching, assessment. A common European framework of reference. Draft 2 of a framework proposal. CC-LANG (95) 5 rev IV, Strasbourg..



It motivates and engages learners  
It develops communicative competence  
It develops group dynamics and encourages teamwork

It develops self-study skills and learner autonomy for life-long learning

Authentic language' in real context should be introduced in the classroom whenever possible. It is the language used for day-today communication or functional purpose. There should be connectivity among all the language skills such as listening, speaking, reading and writing together since they are regularly used in real life. The target language is a vehicle for classroom communication, not just the object of study. Hence, attention should be given to teaching language for communication. One function may have different linguistic forms.

Errors are tolerated and treated as a natural outcome of the development of communication skills. Proper situations should be created by the teacher so as to promote communication in the classroom. The social contexts of the communicative situations are essential for giving meaning to the utterances. The grammar and vocabulary that the students learn follow from the functions, situational context and the role of the interlocutors. The processes are as important as the forms. A method which aims at developing the capacity of the learners to communicate in a second language will focus at repeating continuously until they are able to communicate well in a target language. Communication is part and parcel of every human being. When two or more people are conversing in day-today life, one may know something which is not known to the other. The purpose of the communication is to bridge this information gap. Another crucial feature of communication is that the learners have option, both in terms of what they will say and, more particularly, how they will say it. This process is implicit in the above two processes. When two persons take part in an interaction, there is normally some aim behind communicating and in what way other person reacts is evaluated in terms of that aim.

*As explained in the key concepts section there are four main characteristics that constitute a task: (1) meaning is primary; (2) there is a goal which needs to be worked towards; (3) task completion has some priority; and (4) there is a real-world relationship. Using the lesson from Homework Task One, explain if you use a true 'task' in the lesson. Thus, how does the task you identify use the four main characteristics? If not, please create a task that can be used for your Homework Task One and explain how it is a task using the four main characteristics.*

According to Richards the TBL framework consists of three main phrases, provides 3 basic

conditions for language learning. These are pre-task, task –cycle and language focus<sup>2</sup>.

The pre-task stage involves the teacher providing instructions about the task and having the class brainstorm any useful vocabulary that the learners may already know which could help them during the task. The purpose of the pre-task is to activate student's own linguistic resources to prepare them for the task cycle.

The task cycle consists of learners participating in the main task groups, pairs or individually, depending on whether the task is interactive. In the task cycle the learners use their existing linguistic skills to complete the task while the teacher serves as a facilitator, only providing assistance when necessary. On completing the task-cycle, each group collectively prepares a report on its findings and presents the report to the rest of the class, with the teacher only commenting as needed.

Finally in the language focus part of the lesson, students are directed towards analyzing the language forms used during the task.

Task-based language teaching method. is a student centered approach to teach foreign languages. It is an offshoot of the communicative instruction where activities focus on having students use authentic target language in order to complete meaningful tasks and situations. They might meet by chance in the **real life** and other project-based assignments. These project activities could include the tasks which conducting an interview in order to find answers to specific questions or gathering information to make a poster or advertisement. In task-based teaching the centre of the learning process moves to the students themselves and allows them to come to the realization that language is a tool to tackle and solve real-life problems. TBLT helps students how to ask questions, how to negotiate meaning and how to interact

When creating the task I firstly pay attention to the proper **use of meaning**. Students should know the meaning of the words in the task. Here it should be given to the priority of the CLT. Students have to understand in what competence, words of the task given. The main goal of any task is learning from the task. Tasks may be designed so that they should keep learning characters and they should have certain priorities. The tasks should be connected with **real – life situations**.

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<sup>2</sup> Richards, C., & Rodgers, T. S. (2014). Approaches and methods in language teaching. Cambridge: Cambridge University Press



So students **learn by doing** and improving their communicative language capabilities. As a pedagogy of practicality, post method pedagogy rejects the artificial dichotomy between theorists who have been assigned the role of producers of knowledge and teachers who have been assigned the role of consumers of knowledge. Instead, it seeks to rupture such a reified role relationship by enabling and encouraging teachers to theorize from their practice and practice what they theorize. As a pedagogy of possibility, post method pedagogy rejects the narrow view of language education that confines itself to the linguistic functional elements that obtain inside the classroom. Instead, it seeks to branch out to tap the sociopolitical consciousness that participants bring with them to the classroom so that it can also function as a catalyst for a continual quest for identity formation and social transformation.

The students forgot the new words very quickly. They were not always able to use the new words. They were reluctant to participate in the lessons and soon lost motivation. We have some traditional teaching methods in English class, level and quantity of student's still do not match world standard. 'I teach whole classes completely on my own and am left to my own devices.' 'I am always in classes with teachers who sometimes refer to me for help with pronunciation or explanations of difficult vocabulary. I am not allowed to run activities myself and get a bit bored.' I use The Grammar-Translation Method and this method emphasis on the basic skills like listening and speaking. It is not possible to translate important aspect of spoken language like pronunciation, articulation, intonation, pauses, pitch etc. Some of linguistic items cannot be translated into mother tongue like article a, an, the. This method favors to teach English by rules and not by use.

Learning outside the classroom has a number of advantages for students and teachers. It allows students flexibility and convenience in learning so that students can manage their place, mode and manner of learning, provides a pleasurable and positive language use experience, reflects students' needs and interests, allows for social interaction with others. According to the benefits of outside the classroom activities teachers can organise their classroom and out-of-classroom tasks. One of the ways of outside the classroom learning is extensive reading. According to Celce-Murcia, M. & Olshtain extensive reading is "an excellent vehicle for learning that language"<sup>3</sup>. Research

shows that students who read extensively develop not only reading skills, but all the other language skills including listening, speaking and writing. It increases motivation and positive attitude to learning the foreign languages.

As comparing, learning outside the classroom is more effective and interesting for teachers and students. So during the lesson teacher provides the perfect controlled environment to teach English, and your teacher guides you in your learning experience. If you have a question, you can immediately ask your teacher or classmates, and you will get an answer. You are covering a topic in class and will learn vocabulary, grammar, speaking and a whole range of things in connection with this topic and at the same time practice your skills

From a practical standpoint, educators cite that lexical knowledge is important in the development of other language skills. According to Wardhaugh the lack of needed vocabulary is the most common cause of students' inability to say what they want to say during communication activities<sup>4</sup>. In addition, tests of vocabulary often provide a good guide to reading ability. I will address certain assessment decisions that teachers need to make in the assessment of vocabulary, and then move on to issues in the assessment of lexical knowledge. Finally, a comprehensive review of testing formats will be described with recommendations on how to construct valid and reliable vocabulary assessments.

Self and peer assessment improve students' active engagement with their studies, increase the amount of feedback students receive, help students understand what is considered good work and their ability to achieve. The importance of classroom assessment in the Uzbekistan has been increasingly recognized since the change of old curriculum paradigm into the newest concept of curriculum that places students as the center of learning. More specifically, it becomes a teachers and government's concern when the new curriculum is implemented. The experience of engaging with many colleagues in this way was rewarding in itself. In all cases, I found academics who were motivated to provide their students with the best learning experiences and outcomes they could. Their deliberations around the creation of their concept maps were conducted

<sup>3</sup> Celce-Murcia, M. & Olshtain, E. (2000). *Discourse and context in language teaching: A guide for language teachers*. Cambridge: Cambridge University Press.

<sup>4</sup> Wardhaugh, R. (2006). *An Introduction to Sociolinguistics*. Sussex, U.K.: Wiley- Blackwell.



seriously, sometimes with passion, occasionally with contentions which had to be explored further. Many common themes emerged, but with sometimes different priorities, and often influenced by different local priorities, constraints, philosophies, and/or stakeholders.

Linguistic interference can lead to correct language production when the mother tongue and the target language share many linguistic features. However, the transfer can result in errors when both languages differ. Learners' culture can be a barrier to second or foreign language learning. Cultural differences may cause confusion and cultural misunderstandings. Learners may have problems communicating with target native speakers because of cultural differences.

Students who study foreign languages should be able to understand complex authentic speech in familiar and unfamiliar contexts, negotiate with professional partners, understand correspondence related to their interests or specialization, write well-structured professional essays and reports, use specific lexis and terminology in context, use grammar rules.

To summing up every teacher has to choose specific goals and objectives in order not to lead the learners to a measurable result. It is said that without a goal, people cannot live.

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