

The Communicative Methods of Teaching English Language Skills

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Abstract: *This research aims to conduct experiments with English language teacher and students who are studying English as a FLT on how well CLT works while teaching. Furthermore, the research reveals the effectiveness of using communicative methods with surveys' results. Communicative methods of language teaching has a long history in the English language teaching across the globe. This teaching approach puts pressure on increasing learners' communicative skills via communication with authentic language. This way of teaching has great potential in enhancing English among all learners. Thus, the article intends to investigate the teachers' pedagogical approaches in implementing CLT in the classroom practices. The study will provide the strategies, resources, methods and techniques employed by the teachers to naturalise students' oral speech. The findings of this article also contribute to the body of knowledge about Communicative Language Teaching. So as to collect relevant information, I use some questionnaire, surveys and experiments conducted in a public school (Khatyrchi region, Navoi, Uzbekistan) and conducted by researchers. According to the results, most of the students find CLT useful to improve their language capabilities.*

Keywords: communicative language teaching (CLT), communicative skills, oral teaching, strategies, pedagogical knowledge, observation, experiment, survey.

Introduction

Teaching a certain language itself requires teachers to have better understanding of the language aspects as well as some pedagogical knowledge. It is core aspect that language instructors should know well what they teach and how they teach during the classes. Additionally, obtaining sufficient pedagogical knowledge works well in terms of managing the class, motivating learners, reacting to them and interaction. Admittedly, while learning a foreign language, teachers physical existence plays an important role to make sure that students are learning properly. In order to train learners to be good users of language there are different types of methods that are being employed by educators to teach students English either as a second or foreign language. Having said that, all of them don't work well and in this case, teachers have to differentiate the most lustrous approaches from others. To take into example one of the studies conducted by Calle, Calle, Argudo, Moscoso, Smith, and Cabrera (2012) reveals that the strategies used by English teachers are based upon traditional methods that do not focus on the Communicative Language Teaching approach as it is established by the Ministry of Education and Culture of Ecuador. That's why with a wrong approach, the teachers in Ecuador didn't reach the communicative competence.

On the other hand, after Ministry of Higher Education in Malaysia acknowledge the importance of the English language in the competitive job markets in 2011, the topics are more focused in a communicative way, reflecting the needs of the industries thus makes it more potential to address the communicative needs of the learners. Therefore, the suggested approach in the curriculum is Communicative Language Teaching (CLT) and now we can see how this approach is working well with Malaysian people.

Methodology

As communicative teaching, I intend to use case study methods that will assist me to reach the outcome of the article. I research using a mixed method approach including experimental method, interviews and observation method. When it comes to CLT, I investigated it using natural experiment. For instance, I organised a group of learners (volunteers at a public school 24, Khatyrchi district, Navoi, Uzbekistan) and put them in the experiment to know how they were learning English language through communication. As a supplementary method, I used observation, interviewing or surveying. Observation is very direct method for collecting data and best for the study of human behavior to pick a language up. Plus, the data collected is very accurate in nature and also considered very reliable. That's why I chose it. Moreover, by observing learners, I experienced the real situation how effectively it was going. I obtained what I want in research by face to face interviewing or surveying the participants.

I know that using experimental and observations method aid in achieving the objectives of the research since the methods have control over wide variables as well as humans perform in this experiment, anyway. Experiments typically yield quantitative data, as they are concerned with measuring things and this above will be truly beneficial to collect enough data in terms of doing well planned research. Furthermore, observation is a very important part of research as it lets me see the results of the experiment, even if they are not the results we expect. Plus, it enables to see unexpected novel things that might stimulate my curiosity, leading to new experiments.

Result

The methods help me gather and analyse enough information, identify possible research problems concerning the communicative language teaching skills. The findings of the study would yield to two contributions. Firstly, the findings provide about to what extent teachers use CLT and their opinion in the implementation of CLT approach in the teaching and learning processes. Secondly, the findings will add to the existing body of knowledge about English language at school 24, in Navoi region. This in turn will provide opportunity to see the strengths and weaknesses in CLT.

Finding 1: How often teachers use CLT and their opinion about using it from volunteers took part in this surveys. According to the survey below, most teachers use them regularly and their opinions about it are positive (they claim that CLT is a way not only to engage pupils to the lesson but also to teach them to speak fluently in English)

	Participants	Frequency of using CLT in a weekly basis	Opinion
1	Lobar Khaydarova	always	positive
2	Dilafuz Kholikulova	not often	good
3	Khurriyat Kuchkarova	often	positive
4	Shakhzoda Rakhimova	according to the theme	neutral
5	Surayyo Bozorova	almost all lessons	positive
6	Makhfuza Umurzakova	sometimes	good

Finding 2: Existing body of the knowledge of school pupils on English. The data was collected from grading tables and interview with pupils.

	Participants	Marks(term 2, in percentage)	Opinion (using CLT)	Desired style to learn English
	Pupil 1	80%	positive	role-plays
	Pupil 2	78%	good	audio-visual
	Pupil 3	89%	positive	conversation
	Pupil 4	85%	positive	hands-on activities
	Pupil 5	91%	positive	action games
	Pupil 6	77%	good	reading activities
	Pupil 7	72%	positive	interactive games
	Pupil 8	68%	positive	discussion
	Pupil 9	81%	neutral	grammar, vocabs

Discussion

The results conducted reveals that most of the teacher who participated in the survey are finding the usage of CLT positive and they try to take advantage of CLT to reach the communicative language competence almost every lesson. Moreover, they claim that teaching English is better organized rather than other languages like Russian. The teachers link the reason for it with the fact that teaching English is based on communicative approach whereas teaching Russian focuses on more theoretical and literature part of language. The opinions of the pupils is also positive and they admit that it is useful for them to learn English easily through communicative and interactive games. While using interactive games such as role-play, hands-on, working in a group, They use the language more orally and as a result, their capabilities of oral speech get better step by step.

Conclusion

In conclusion, the effectiveness of CLT in English language teaching depends upon the teachers' better understanding on CLT and frequency of using it. The methods and techniques applied in the classroom and the materials used in the activities influence the outcome of the lesson, indeed. The findings also highlight CLT that found from the observations, can contribute towards the improvement of English communication skills among language learners. The article named "The Use of the Communicative Language Teaching Approach to Improve Students' Oral Skills" by Vanessa Toro (Private Technical University of Loja, Ecuador) also states that it is necessary to use ICT more often and incorporate more strategies to help students develop communicative competence and enhance their active participation in oral activities.

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