

## TEACHING ENGLISH AS A FOREIGN LANGUAGE TO ADULTS USING COMMUNICATIVE LANGUAGE TEACHING

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**Abstract:** *Since English is common language, it is studied worldwide as international language and is used for communication in the fields of education, trade, politics and technology. The article mainly focuses on new phenomenon- teaching English as a foreign language to adults using CLT. The study aims to explore the effectiveness CLT in enhancing communicative competence, particularly in speaking skills. The researcher shares methods and techniques based on personal experience and collected data to improve speaking abilities. The article also discusses prior research on the topic, experimental methods used and the findings obtained through workshops. Data was collected from different sources, such as pre-test, while session and post-test.*

**Key words:** *Globalization, teaching-learning patterns, adulthood, communications, EFL.*

### 1.Introduction

Globalization has grown significantly and now more adults from different nationalities turn to English teachers to help them improve their communication skills. They may need better English to find a job, communicate more effectively at work, travel abroad or handle various social situations. In any of these cases, the English learners are highly motivated to study this particular subject. However who teach adults must be aware of the differences between the teaching-learning patterns specific to adults, on the one hand, and those that generally function with children, on the other. The ultimate purpose of this paper is to make conclusions that are relevant for the English teachers involved in the process of preparing adults for the different situations which require a good knowledge of this foreign language. Taking into account all these, the researcher tries to prove that CLT enhances the learners' self belief and it gives a sense of pleasure to the trainer as well in the experience that she or he is successful in making the students use the foreign language in their conversation. CLT offers clarity to the expression.

Adults EFL learners choose to improve their lives as particular individual and communicate members. Adult participant in EFL training give a quantity motives for enrolling in classes: " to enhance Standard English language competence; to tackle personal, family or social problems; to meet work demands or pursue higher employment; or to further their education. The learners in an adult classroom are typically individuals who are employed. Employed students may also have prior education, training, and abilities that can enhance their learning experience. Others may be unemployed and might also seek similar training to better equip themselves for the job market. Students who have no work may additionally need to think about the job

education as nicely as learning English. The range of age, skill levels, and learning goals of students can influence their participation and progress in the class. In an EFL class for adult learners, ages may vary significantly from eighteen to sixty-five. The factor influences not only student's interests, priorities, and understanding of their own aspirations, but also their learning speed. Robinson and Selman argue that students' abilities are shaped by their exposure to English and formal language learning opportunities, as well as their natural aptitude for language acquisition.

Relocating to a new area presents numerous personal challenges for adults. A significant hurdle often arises when individuals find themselves ill-equipped to manage everyday tasks due to the language barrier. This can be particularly disheartening when previously simple activities become difficult or impossible because of linguistic or cultural differences, potentially impacting their self-esteem and confidence.

## 2.Methods

The communicative language teaching (CLT) approach has significantly benefited English language learning. Firstly, it encourages students to develop their English proficiency through active use. CLT provides opportunities for learners to formulate their own ideas and express them effectively. Students work independently and collaboratively to complete tasks, thus enhancing their communication skills. Furthermore, CLT emphasizes practical communication, making English language learning relevant and engaging. By connecting classroom learning to real-life communication, students see the value of their studies and are more motivated to learn. Adulthood, generally considered to span from age 19 to 65 and beyond, is often categorized into three distinct phases. The first, the "curious period" (ages 19-30), marks the completion of physical development and the establishment of independence. Individualization becomes key as individuals make choices shaping their future. The second phase, the "self-developed period" (ages 31-50), is often characterized by a pursuit of new experiences, relationships, and aspirations. During this time, individuals set and achieve goals, making significant life decisions related to career, relationships, and family. Finally, the "experienced period" (ages 51-65 and beyond) involves adapting to changes, such as evolving family dynamics and shifts in work life, which can be perceived as either burdensome or fulfilling. This three-stage division is primarily based on the understanding that learning goals and attitudes towards language learning vary across these different phases of adulthood.

The study included participants of various ages, as there were no age restrictions for participation. However, the majority of respondents were between 18 and 50 years old. The research involved 50 participants who completed a questionnaire about their interest in learning English, as well as 30 English teachers who provided additional insights into teaching English to learners. Following analysis of the survey results, 12 participants whose primary motivation for learning English was communication were selected for further, more in-depth research.

## 3.Results and discussion

## MODERN EDUCATIONAL SYSTEM AND INNOVATIVE TEACHING SOLUTIONS

While teaching adult learners can be a very fulfilling experience, it also presents unique challenges. EFL instructors must be mindful that these students lead lives outside of the classroom, often with demanding schedules. However, adult beginners also bring valuable assets to the learning environment, including life experience and knowledge that can enrich classroom discussions. It's crucial for teachers to clearly explain the relevance and importance of each learning component. Additionally, adult learners benefit significantly from opportunities to apply their newly acquired knowledge in practical settings.

- Most adult students are in the English classroom due to the fact they favor to learn something new.
- Listening and speaking competencies are the most challenging competencies for adult learners to master.
  - Speaking is the most perfect conversation ability amongst grownup learners.
  - English grammar is the most challenging language component to acquire.
  - Pair work is the most beneficial instructing technique in accordance to adult novices of English.

While adult learners bring valuable life experience and critical thinking skills to the classroom, it's important to remember they are still beginners in English language acquisition and not fundamentally different from younger learners in that respect. Effective teaching requires understanding individual student needs. Learner experiences, skills, and expectations can all influence the learning process, making it crucial for teachers to create a balanced learning environment that incorporates variety while also establishing a sense of routine.

#### 4. Conclusion

Communicative language teaching is an effective approach for teaching English to adults, as it focuses on real-life communication rather than memorization. By engaging learners in meaningful interactions, using authentic materials and prioritizing fluency, CLT helps students gain confidence and practical language skills.

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