# EFFICACY OF USING A COMMUNICATIVE LANGUAGE TEACHING (CLT) METHOD IN THE ESL CLASSROOM

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*Abstract: This article explores how communicative language teaching (CLT) method can be used effectively during the classroom and its integration with other effective tools. In our today`s era teachers are required to use a modern at the same time effective methods to engage students into the lesson. Moreover, it necessitates to think thoroughly about the possible learning outcomes. The study employs different aspects of communicative language teaching (CLT) method ranging from its benefits to the application in modern Uzbek schools.*

*Keywords: Communicative language teaching (CLT), communicative competence, student-centered learning, interaction hypothesis, active engagement, integrated-skills approach*

In our today`s fast paced world where flashing communication dominates, traditional ways of language learning have started to fade in effectiveness. Accuracy over fluency grammar classes have made language learning process way more challenging for young learners. In order to keep up with the latest improvements in educational settings, teachers have come up with other more practical approaches to facilitate this process by changing learning to acquisition process one of which is called CLT. What is CLT then?

Communicative language teaching (CLT) is an approach to language teaching that emphasizes learning a language first and foremost for the purpose of communicating with others. It has come a long way since its early days dating back to the 1970s.

CLT creates a chance for students to express and interpret ideas in speech or writing in their second language(L2). It is clear that it puts more focus on practicality such as using language for talking about daily routine rather than theoretical analysis of grammar structures. CLT fosters an immersive linguistic environment that nurtures authentic communicative competence. Students do not have to force themselves to speak on a particular topic unwillingly as they are able to share their opinions about whatever they want. Moreover, task-based learning serves as a catalyst for pragmatic language learning. Noteworthy is that learned grammar and vocabulary are actively employed during the

conversation by strengthening the frequency of usage. Authentic materials provide a conduit for contextualized language exposure. For example, if today`s discussion is about education they will unconsciously grab a few topic-related words and phrases during real-time discussion. The interactive paradigm of CLT engenders a student-centered pedagogical framework. In traditional method, teachers carry the huge amount of responsibility leaving no room for students to activate their roles in class. However, simply asking their ideas about different issues enables them to keep their role in a class by communicating in a target language. Especially, while scaffolding it bridges the gap between theory and practice.

**Advantages of CLT**

The utmost benefit of CLT is that it instills the sense of linguistic autonomy, empowering learners to navigate real world with others. That is, they will not be panicked by the fear of public speaking in front of their classmates thanks to overall desire to communicate with each other rather than checking for grammar accuracy. From studies it is proven that the more pressure there is, the higher the chance of making mistakes will be. Let`s compare yourself speaking in a lecture putting more stress on grammar so as not to make a lot of mistakes and you in a classroom debate discussing over specific issues where your goal is to express yourself. Secondly, this methodology cultivates fluency by prioritizing natural discourse over rote memorization. Even we can learn some complex structures without memorizing. Even though it takes time, the process is more natural and students will understand its usage and context better. Some of the videos in which a short extract from movies and cartoons with highlighted piece of language are the clear examples of the practicality. Thirdly, engagement in interactive activities facilitates cognitive retention pragmatic skill acquisition. Even gap filling exercises can be converted to something practical by compelling students to articulate ideas in a spontaneous and meaningful manner.

Secondly, this method cultivates fluency by prioritizing natural discourse over rote memorization. That is, it promotes natural process of language acquisition though it necessitates specific amount of time. However time-consuming it is, it offers a fair share of advantages especially in terms of keeping freshly grasped data in long-term memory. During the class, the fact that students are required to learn grammar rules by heart is highly likely to bring about boredom and frustration which in turn give rise to the loss interest in learning language. As a result children develop a false image of learning languages defining it as a complicated process which demands a great deal of rules and words to be memorized and they argue that it has nothing to do with personal interests and enjoyable communication with others. But CLT emphasizes engagement in interactive activities fostering cognitive retention and pragmatic skill acquisition. For example, children are asked to share what they did yesterday rather than making them recite the rules about the usage of past simple and how to formulate it within a sentence.

Another benefit is that through information gap exercises, learners are compelled to articulate ideas in a spontaneous and meaningful manner. Not only do these activities improve grammar, but it also contributes to enhance their speaking skills with retelling method. The need to express themselves makes them use a variety of structures and words which they are not otherwise willing to apply during day-to-day conversations. The learning theory underlying CLT is humanistic in nature. Richards and Rodgers (1986: 72) aptly summarize it in terms of three key assumptions: (1) that activities that involve real communication promote learning; (2) that activities in which language is used for carrying out meaningful tasks promote learning; and (3) that language that is meaningful to the learner supports the learning process.

**Addressing challenges in CLT**

The first, perhaps the most prevalent problem may be a lack of pedagogical expertise which can hinder the seamless execution of CLT principles. As it rejects memory-oriented approach, it costs teachers both skill and patience to compensate memorization as well as effectively involve students into language learning process. Because sometimes students may not feel comfort in their L2 and as result they may not be keen to communicate and activate language during real situations. Or another case is that they might take activities for granted arguing that they are not based on discrete-point grammar focus. Moreover, CLT makes it a point to take the drudgery out of the learning process and to inject elements of entertainment, such as various language games, with a view to making learning become a light-hearted, pleasant experience. As a consequence, students misinterpret the goal of CLT maybe because it involves noise, movement and personal relations

Another obstacle is that the subjective nature of communicative competence poses challenges for standardized assessment. Firstly, we should focus on the definition of communicative competence. Communicative competence(coined by sociolinguist Hymes,1971) includes knowledge of sociolinguistic rules, and the appropriateness of an utterance in addition to knowledge of grammar rules, the term has come to be used in language teaching contexts to refer to the ability to negotiate meaning -to successfully combine a language of linguistic, sociolinguistic and discourse rules in communicative interactions. Its principle aim can be concluded like that the language use is not all about making accurate sentences, but it deals how to use it rationally during communication. So, the standard in which the more mistakes-free it is, the higher they should be marked sharply contrasts with the process of learning through mistakes in a natural process. So,

The third case is that cultural constraints may impede the widespread adoption of interactive learning methodologies. The adoption of educational innovations may be hampered by an array of factors such as the lack of necessary resources, big class size, limited instructional time, teachers' lack of language proficiency and sociolinguistic competence, examination pressure. Among other things, there are also cultural restrictions which can be explained exemplifying the research conducted in China about

the very case. By the term Chinese culture of learning is meant a whole set of expectations, attitudes, beliefs, values, perceptions, preferences, experiences, and behaviors that are characteristic of Chinese society with regard to teaching and learning. Due to the existence of deeply rooted Chinese educational practices which are underpinned by traditional norms, the prevalence of CLT is prevented. As it is a firm belief in the Confucian tradition that through education even a person of obscure origin can achieve upward social mobility (Lee, 1996) causes regarding education as a serious undertaking that is least likely to be associated with light-heartedness but requires deep commitment and painstaking effort. In Chinese mentality it is argued that education is mainly of a knowledge-accumulating process than a practical usage of language for immediate purposes. For them, it is not important to be sure about what you are planning to do with the money you are putting in the bank, but you can save in case one day you may need it.

Conclusion

In conclusion, CLT is a paradigm shift in language education. Although transformative it may seem, CLT predicates meticulous adaptation to diverse linguistic landscapes. Considering the customization of materials to fit different language contexts, it is likely to call for patience and considerable time to foster long-term retention. CLT encourages spontaneity and learners` autonomy; by the same token, it allows for more natural conversations developing communication skills rather than linguistic ability. Moreover, future pedagogical frameworks should integrate technological advancements to augment the efficacy of communicative approaches. In today`s educational settings it is pretty challenging to entail this method because of traditional dogma of putting a premium on learning grammar in a teacher-centered learning environment. However, the integration of CLT in ESL contexts is accompanied by the introduction of up-to-date technology which boosts and bolsters this process by instilling the feeling of interest in learners. Furthermore, a balanced synthesis of fluency-focused and accuracy-driven strategies may yield optimal language acquisition outcomes. Sometimes teachers do not welcome this idea of teaching as they misperceive this process as a separate one without any grammar orientation and formal guidance. Conversely, you are demanded to implement the rules in real-life conversation instead of unconsciously listing the usages of a grammar structure in a theory. While CLT remains a cornerstone of contemporary pedagogy, ongoing research is imperative to refine its methodologies. It is still a new practice which mandates further investigation so as to effectively incorporate it into teaching process and maximize its effectiveness in learning. The empirical study also provides quantitative data on the effects of CLT in classrooms with the involvement of authentic materials in language learning. Future research should explore innovative strategies for integrating CLT in technologically enriched classrooms. By tailoring it to the educational needs to the standards of modern education, it has a potential to reshape language learning into a more dynamic, interactive and effective process.

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