

TEACHING ENGLISH GRAMMAR LEARNERS THROUGH CLT METHOD

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Annotation: *At this time, many people want to improve their English or teach their children English wants to know the language well. There are many opportunities to learn English through formal education, travel, study abroad, media, and the Internet. The overwhelming demand for English has created a great need for quality language education. For this reason, the way we teach and what we teach are more important than ever. Modern teachers who teach language students today know many techniques and methods. This the topic of the presentation is also related to one of the teaching methods - the communicative approach of language. This publication seeks to examine the effectiveness of using teaching methods in English classrooms. Because it can change students' understanding of language. In addition, learning to communicate makes students more confident in communicating with other people and they enjoy talking more. The sample chapter contains detailed information about the importance of learning English, the role of the teacher. Communication in the study of communication the main components of learning and related language learning activities.*

Key word: *Communicative Language Teaching (CLT), authentic texts, trainer-supervisor, communication skills, sociolinguistics communication, interpersonal skills, "clean communication", verbal actions.*

Communicative Language Teaching (CLT) is an approach that aims to achieve communicative rather than linguistic competence through learner interaction. Born in the 1980s, this strategy to language teaching is based on the philosophy that, in order to learn a language, one must practice using that language to communicate meaning to others.

Teachers who use the CLT approach in English as a Second Language (ESL) classrooms encourage students to use English. To promote meaningful language use, ESL teachers can utilize activities that encourage students to speak in the performance of meaningful tasks. Interaction is both the method and the goal of ESL education.

In an ESL classroom that uses the CLT method, students do most of the talking. This enables students to practice communicating in English, continuously talking with each other, rather than listening to an instructor's lecture. ESL teachers can encourage students to interact with each other with minimal direct correction. The intent behind the communicative approach to speaking is to have students practice English without fear of awkwardness or making mistakes when learning a new language.

Instead of interrupting or correcting students when they make mistakes, instructors who utilize the CLT approach might use indirect feedback or conversational

redirections that do not interrupt a conversation. They might reform faulty grammar (e.g., “his shoes is old” can be answered with, “yes, his shoes ARE old”) to give students clues for further conversation. However, variables such as age and proficiency can influence how effective indirect and direct feedback are in classrooms that utilize the CLT approach.

Encouraging meaningful interactions, ESL teachers can utilize a wide variety of individualized activities and meaningful tasks. Students might engage in role-playing based on real-life scenarios such as discussing hobbies and popular culture, negotiating prices when shopping or describing the plot of a book or movie they have recently enjoyed. The focus is on utilizing real-world situations to allow students to practice using language for context and content rather than learning about grammatical rules and structure. Techniques include modeling, repetition, pair and group work to help students develop communicative competencies.

Also CLT is considered as the most effective and efficient approach to meet target language learner’s needs in the language teaching, it has critics as well. Since its basic goal is to achieve communicative competency, the learners are required to possess the rules knowledge of how to use the language they produced in certain situation and strategies to use the language in effective communication. However, Kaisheng (2007) says that critics believe in this approach the functional aspects and the formal structures of the language need a strong link in order to make language learning effective. It is an understanding about the cultures of the target language and the learners’ and these remains as a great challenge for some language teachers.

In implementing CLT approach in my classes, four main problems arise.

First, the classes are too large in number for language learning condition. To anticipate this problem, worksheet can be given so that it can cover all students at the same time, the use of group work and pair work is also important to maximize students' participation. Group leaders can also be used in class to assist in delivering the teaching instruction.

On the other hand, an eclectic approach, which combines CLT and other methods like Grammar-Translation method, could help managing a large class.

Second, students have various level of competence. Students with different levels of competence can be anticipated by giving the same tasks from different material, or giving a different task from the same material according to their levels of competence. Moreover, various levels of competence lead to the various speeds of finishing the task. For high-levelled competence students who able to finish their task earlier, providing them with extra reading or simple puzzle can overcome their boredom in waiting for others students completing their tasks.

However, the extra activity should be stimulating. If it is boring, the students will avoid finishing early.

Third, students are reluctant in using English. For students who always use their mother tongue in class, the anticipation is by giving response in

English to them. This can create English atmosphere and encourage them to use English in the learning process, and give necessary feedback. Furthermore, it can be done by encouraging them to think about the benefits of using English.

Fourth, the local culture does not support to use of English inside or even outside the classroom.

People are considered showing off their English competence if they speak English in inappropriate situation. English teachers must bring their students into the atmosphere that the language competence is used in communicating to deliver news with appropriate form or grammar to gain their fluency and accuracy in English, not mainly the mastery of the form or grammar. So that students will be more willing to express his idea or opinion using English inside or outside classroom.

This culture problem is also anticipated by can be giving motivation to students, that the most important part of learning a language is the ability to convey the news with target language, rather than the ability to use the correct form.

Furthermore, encouraging students to be more aware of the essence of learning a language is how the language can be used, so students should not feel strange if their friends use English inside or outside classroom to communicate.

The Communicative Language Learning approach is a product created in response to the need of appropriate approach in language teaching process. By understanding the definition, the characteristics and the emergence factors of CLT in ELT, hopefully this approach could meet the English learner's needs. However the knowledge of methods in ELT helps the English language teachers expand their repertoire of techniques in teaching. In this process of finding the best method in their ELT class, teachers of English will gain additional avenue for professional growth.

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