

USING COMMUNICATIVE LANGUAGE TEACHING (CLT) IN SECONDARY CLASSES

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Abstract:The article is devoted to analyze the advantages of implementing the Communicative language teaching (CLT) in secondary classes in order to enhance learners' language acquisition and by prioritizing real-life communication and interactive learning experiences, CLT empowers students to become proficient language users equipped for meaningful interaction in diverse contexts.

Key words:Teaching methods, communicative language teaching, language acquisition, interactive learning.

Introduction:Nowadays it is really popular to use modern methods in EFL process. The growing trend of fluent communication skills creates challenges for English and foreign teaching. Students should be able to communicate in different interactive real-word situations outside of the classroom. Students need to be prepared for real-life scenarios instead of just helping them to pass language exams by teaching boring grammar structures, activities and tests. Traditional language teaching methods focus on grammar and vocabulary, so additionally speaking and listening skills are really poor and need to be enhanced. Communicative Language Teaching (CLT) are currently a popular point of discussion and how it is effective in building students' fluency and communication skills. In this case it is very essential to focus on secondary classes, students at the age of 11 and 15. In this period students of secondary classes have enough leveled language to communicate and have a good comprehension, which can help them in speaking based language classroom.

Main Body:Each student in language classroom has individual needs, level of abilities and interests. That is why knowing their characteristics is really essential in CLT classrooms and teachers should have precise plan and vision about speaking-based lessons. Moreover, tasks and activities should be prepared according to students' speaking abilities and levels.

According to Hymes (1972) Communicative Language Teaching is an approach that focuses on teaching language through communication and real-life situations. He emphasized the importance of not only learning the grammatical rules and vocabulary of a language, but also understanding how to use the language in meaningful and authentic ways. It prioritizes the development of communicative competence, which includes the ability to understand and produce meaningful and appropriate language in various social and cultural contexts. Hymes suggested to use activities such as role-plays, discussions, and problem-solving tasks to help learners develop their communication skills. In this case, these classroom activities will be effective and appropriate for students of secondary classes, when they are actually real-life and easy to reproduce truly authentic language use and to facilitate genuine interaction. According to Johnson in Richards & Rodgers, (2001:173) there are five core characteristics that underlie current applications of communicative methodology; appropriateness of language and tasks that should be implemented in classroom is one of them. Language should reflect the situations when its used and must be appropriate to that situation depending on the setting, the roles. Activities that are truly communicative, according Morrow (in Johnson and Morrow 1981), have three features in common: information gap, choice and feedback. It is considered desirable to give students of secondary classes an opportunity to develop strategies for understanding language as it is actually used.

Despite the classroom activities and teaching techniques, the role of teacher has to be mentioned. According to the book "Teaching and principles in language teaching" by Diane Larsen-Freeman, the

teacher scaffolds communication in the classroom. During the process teacher acts as an instructor, answering students' questions and monitoring their performances. But at other time he might be a 'communicator' engaging in the communicative activity along with students (Littlewood 1981). It should be mentioned that even if the teacher is a co-communicator, he has to establish situation that prompt communication between and among the students. It will be more beneficial and effective, when they are not beginner students, but have good communicative comprehension, rich vocabulary and motivation not only to learn grammatical structures, but to enhance speaking skills as well.

In conclusion, using CLT approaches in the process of language teaching at secondary level events a variety of advantages in these cases among students and teachers. Students learn how to feel that it is normal in speaking properly in real life situations and develop interest towards language and culture. Therefore, the deeper authority of language and culture begins to arise.

However, culturally relevant teaching not only provides a basis for attending to the students' cultural background but also cultivates an active learning environment that encourages collaboration, creativity, and student-centered education. Students become users of their own learning journey discreetly — they take responsibility for their language growth and participate with educational material on the terms.

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