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THE ROLE OF COMMUNICATIVE COMPETENCE IN TEACHING A FOREIGN LANGUAGE

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Abstract: Education to contact on foreign language - an actual problem, costing before school, since contacts of the people of the different nationalities is called consolidate the rapport and friendship between folk.

It does not follow also to forget that communication oriented education provides the best assimilation of the language, since exactly in condition of the contact language emerges in its natural function.

The Communicative Approach to teaching highlights the importance of functional language as opposed to focusing specifically on grammar and vocabulary. Learners are taught to apply various language forms in various contexts and situations such as making a hotel reservation, purchasing airline tickets, ordering at a restaurant, booking tickets to a show, asking for directions etc.

Introduction

It is this constant exposure to language in realistic situations which is thought to aid language acquisition. Also, students are given a clear reason for communicating in the form of role plays and simulations. Accuracy of the language used is seen to be of less importance than communicating successfully.

At this point, during these communicative activities the teacher does not intervene as the purpose of such activities is to simulate real communication. Although communicative activities are widely used by teachers it is quite difficult to define exactly what a communicative approach is. This is because most teaching methods are aimed at improving communication irrespective of the techniques employed. The Communicative Approach is also seen to erode student accuracy in pursuit of fluency. The Communicative Approach has however been adopted in classrooms all over the world and has, in many ways, made an invaluable contribution to the profession of English Language Teaching.

A teacher's main role is a facilitator and monitor rather than leading the class. In other words, "the guide by the side" and not "the sage on the stage".

Lessons are usually topic or theme based, with the target grammar "hidden" in the context e.g. a job interview (using the Present Perfect tense).

Lessons are built round situations/functions practical and authentic in the real world e.g. asking for information, complaining, apologizing, job interviews, telephoning.

Activities set by the teacher have relevance and purpose to real life situations - student can see the direct benefit or learning.

Dialogs are used that center on communicative functions, such as socializing, giving directions, making telephone calls.

Emphasis on engaging learners in more useful and authentic language rather than repetitive phases or grammar patterns.

Emphasis on communication and meaning rather than accuracy. Being understood takes precedence over correct grammar. The fine tuning of grammar comes later.

Emphasis is put on the "appropriacy" of language. What are the most appropriate language and tone for a particular situation?

Communicative competence is the desired goal. i.e. being able to survive, converse and be understood in the language.

Emphasis is put on correct pronunciation and choral (group) and individual drilling is used.

Authentic listening and reading texts are used more often, rather than artificial texts simply produced to feature the target language.

Use of songs and games are encouraged and provide a natural environment to promote language and enhance correct pronunciation.

Feedback and correction is usually given by the teacher after tasks have been completed, rather than at the point of error, thus interrupting the flow.

Method

Normally, teacher does not use one single method, although he may have a leaning towards certain aspects of one particular method. He may use a combination of methods.

Whole ranges of teaching methods exist - whole myriad of titles:

Grammar (Indirect) Method

Language Control Method

Direct Method

Phonetic Method

Oral Method

Audio-Lingual method

Natural Method

Audio-Visual method

Bilingual Method

Eclectic (Modified) Method

Communicative Method

The criteria which decide what method(s) he/she chooses are many:

1. Attitude of teacher towards the language

Is he/she fluent? / How rusty is he? How familiar is he with the country/people/culture? Is he confident orally, or will he depend on the written form? / Is his confidence maimed by personality factors in front of the class? / Is he an extrovert/introvert? (The need to be good actors!)

2. Attitude of teacher towards the AIMS of learning a foreign language - merely to pass exams, / to get good exam results/ promotion? / To transmit to the pupils a new culture / set of values way of thinking / a new language so that they can communicate and learn to respect and tolerate peoples different to them?

3. Attitude of teacher to how he thinks a child should learn a foreign language in class book-bound? / passively or actively? / slave to the method? / keep them writing so as to maintain control and discipline? / allow some 'working' noise (language isn't silent one) and get pupils to communicate, work in pairs, groups, to act out situations in which language is the practical vehicle for communicating and conveying messages (obvious aim of communicative teaching!)

There is danger that in moments of panic/crisis, teachers tend to return to the method with which they are most acquainted!

4. Attitude of the pupils to the language

Some languages more favored than others... / the relative prestige of French / the relative apathy towards the learning of Welsh in the border countries / the way they react to the teacher and to the method...

Language learning is very much interplay of personalities - one tends to forget that pupils too are human, with likes/dislikes/moods/moments of tiredness. Is the teaching child-centered/orientated? / or method-orientated? / teacher-orientated?

5. Local conditions in the school language room (with attractive posters atmosphere projecting the feeling of that country?) audio-visual aids? blackout? overhead projector? language laboratory? reading corner? project work area? foreign language assistant? facilities for duplicating worksheets? nature of classes - mixed ability? streamed? banded? set? existing exchange / twinning? / letter-writing? healthy attitude of Head / fellow staff/ parents towards foreign language teaching (support) timetabling? financial constraints on department and equipment? external exam constraints (pressure from parents/ Head?) sympathetic Head of Department and co-operative colleagues within the Department?

The good news for all teachers is that effective communication methods can be taught to a seasoned and new teacher alike, and they can hopefully result in positive relationships to develop between students and teachers, administrators, parents and even between the learners themselves.

It is any more important dealing with before Communication Measures. Mistakes are not always mistakes. Before judging or jumping to self-defend yourself, gather the facts about the specific classroom situation. This might mean gathering the student's first and second semester's grades and all the criteria that went into their calculation. You might need to refresh yourself and gather some notes you took about that particular student's performance in class during several sessions. Have this information at the meeting or while you are on the phone. Not only does it reinforce the validity of your information, it can be helpful for those tricky spots where you suddenly feel you are losing objectivity.

Communicative techniques should also be at the heart of your approach and should carry over into the classroom. Communicative interaction encourages cooperative relationships, promotes the children's security, allows them to share ideas and opinions and makes them feel that they are doing something useful. As part of this approach, errors are seen as natural to the learning process and are corrected only when studying grammar.

Discussion

Teachers in communicative classrooms will find themselves talking less and listening more - becoming active facilitators of their students' learning (See: Larsen-Freeman, 1986). The teacher sets up the exercise, but because the students' performance is the goal, the teacher must step back and observe, sometimes acting as referee or monitor. A classroom during a communicative activity is far from quiet, however. The students do most of the speaking, and frequently the scene of a classroom during a communicative exercise is active, with students leaving their seats to complete a task. Because of the increased responsibility to participate, students may find they gain confidence in using the target language in general. Students are more responsible managers of their own learning (Larsen-Freeman, 1986) .

There is considerable on appropriate ways of defining CLT, and no single model of CLT is universally accepted as authoritative (McGroarty, 1984; Markee, 1997). However, according to Richards and Rodgers (2001) , CLT starts with a theory of language as communication, and its goal is to develop learners' communicative competence. The most obvious characteristic of CLT, according to Larsen-Freeman is that "almost everything is done is done with a communicative intent". In CLT, meaning is paramount.

Another characteristic of CLT is that "activities in the Communicative Approach are often carried out by students in small groups" (Larsen-Freeman, 1986).

Furthermore, CLT favors the introduction of authentic materials (Larsen-Freeman, 1986; Dubin, 1995; Widdowson, 1996) and "from life" materials and language-based realia such as magazines, newspapers and graphic and visual sources from around which communicative activities might be constructed. It is considered desirable to give learners the opportunity to develop strategies for understanding language as it is actually used by native speakers (Canale and Swain).

The final characteristic of CLT is "its learner-centered and experience-based view of second language teaching" (Richards and Rodgers, 1986, p. 69). In other words one must not only know the structure and function of the language, but also know how to apply this knowledge in order to achieve an effective communication.

One of scientists of this field Gill Hart says that as an experienced language teacher it took him many years before he really understood the practical implications of its underlying principles and to confidently apply them in his language classroom. From the point of view of this scientist here are the main core principles which make it the most successful language learning approach in use today.

Result

Instead of being the dominating authority in the classroom, the teacher facilitates the communicative process among all the learners and between the students and the various tasks, giving guidance and advice when necessary. Furthermore, teachers act as independent participants within the learning-teaching group. Any necessary intervention on the teacher's part may prevent learners from becoming genuinely involved in the activities and thus hinder the development of their communicative skills.

However, this does not mean that once a teaching activity is in progress, the teacher should become a passive observer. It is still the teacher's obligation to develop the students' potential through external direction. Although the teacher may be nondirective in general, it is still the teacher's responsibility to recognize the distinctive qualities in the students and to help the students develop those qualities (Han, 1979).

In contemporary English teaching, the teacher's function should become less dominant than before, but no less important. For example, his/her role as an independent participant within the learning-teaching group is closely related to the objective of his/her role as communicative activator. These roles include a set of secondary roles for the teacher: first, as an organizer of resources and as a resource; and second, as a guide and manager of activities. A third role for the teacher is that of researcher and learner, with much to contribute in terms of appropriate knowledge, abilities, and actual and observed experience in the nature of learning (Breen and Candlin, 1980).

Basic principles for learners

- Learners are often more motivated with this approach as they have an interesting what is being communicated, as the lesson is topic or theme based.
- Learners are encouraged to speak and communicate from day one, rather than just barking out repetitive phrases.
- Learners practice the target language a number of times, slowly building on accuracy.
- Language is created by the individual, often through trial and error.
- Learners interact with each other in pairs or groups, to encourage a flow of language and maximize the percentage of talking time, rather than just teacher to student and vice versa.
- Unless the focus is on the accuracy stage of the lesson, learners are corrected at the end of an activity so as not to interrupt their thought process.

Student-centered orientation. To facilitate language acquisition, students need much practice. So, teachers must ensure that classroom interactions are managed, not just by the teacher, but by all present. In order to avoid being the center of classroom interactions, teachers should arrange the desks in such a way that the students can look directly at one another. This helps create interactions among the students. The teacher does not act as a leader of the class, but class leadership emerges from within the group.

There are three main parts of a successful student-centered lesson plan:

1. There is always a "warmer" to get students comfortable and in the mood to study the topic at hand. Teachers spend several minutes eliciting responses from their students by asking them questions, showing them interesting pictures, playing songs, or showing a short movie clip.

2. The bulk of the lesson is based on student activities. Students practice (with partners or groups) working on vocabulary and grammar through a text. The text can be a short story, a newspaper article, a song, a poem, or other type of text appropriate to the age level and ability of the students.

3. At the end of the lesson, students use the language they have learned freely. This means either speaking or writing using the vocabulary or grammar learned.

Student-Centered learning in a nutshell

Students who learn English through "teacher-centered" learning (this is a teacher simply lecturing to his or her students) will generally learn grammar points, but have little ability to actually use the grammar in real-life situations.

With student-centered learning, students are encouraged to use context to find the definitions of words and phrases, and also to speak English as much as possible. Teachers of this method sometimes say that the only way to learn how to speak English is to speak English. In many ways, the communicative method of learning English is the same way as learning how to ride a bike or drive a car. It is also the way children learn their own language. By the time children reach the age when they enter grammar school, they are fluent in their native language because they were immersed in it.

The most important thing for English students (and teachers) to remember is to speak English as often as possible, and to not let the fear of making mistakes deter them from using the language.

The type of classroom activities proposed in CLT also implied new roles in the classroom for teachers and learners. Learners now had to participate in classroom activities that were based on cooperative rather than individualistic approach to learning. Students had to become comfortable with listening to their peers in group work or pair work tasks, rather than relying on the teacher for a model. They were expected to take on a greater degree of responsibility. And teachers now had to assume the role of facilitator and monitor. Rather than being a model for correct speech and writing and one with the primary responsibility of making students produce plenty of error free sentences, the teacher had to develop a different view of learners' errors and of her/his own role in facilitating language learning.

One of important components of communicative competence is the ability to select a linguistic form that is appropriate for a specific situation (Hymes, 1972). Henden (1980) argues that "today language has been redefined as an integral part of the culture with which it is connected." There is plenty of evidence that a good command of English grammar, vocabulary, and syntax does not necessarily add up to a good mastery of English. There is a set of social conventions governing language form and behavior within a communicative group.

EFL teaching in Uzbekistan, with its traditional setting, is markedly different from that in the United States and Great Britain in that it is conducted in different social cultural contexts. Yet this does not mean that the communicative approach is not applicable in such a context. To make this approach work well in Uzbekistan, we must reconcile it with the traditional grammar-translation method that is still popularly used in Uzbekistan.

At first we must consider the main points of the Communicative Method.

- Students learn grammar and vocabulary through context;

- Students learn English in a way that allows them to use the language in real life;
- English students learn by complete immersion, by studying with native English speakers;
- There is little or no translation provided;
- Students must communicate with their teacher and with each other in English only;
- There is a strong emphasis on self-correction and peer-correction;
- Lessons always include pair or group work activities;

The communicative teaching method views language as a medium of communication. It recognizes that communication has a social purpose: the language learner has something to say or to find out. In this teaching method importance is placed on helping the student get the message delivered. This is what really matters: if the student can understand or be understood.

The communicative methodology is centered in helping the student develop certain skills and abilities: oral interaction and expression, hearing and reading comprehension, and writing expression. In each class students will be lead to practice English in contextualized, practical and everyday situations through activities with predefined goals.

The communicative approach gives primacy to oral work. Direct contact with the language is very important. Not just from hearing the teacher, but also from using it and from hearing other people besides the teacher. Having personal contact with the language, practicing sounds, improvising and trying to make your own sentences and getting the chance to make mistakes and learn from doing so.

In this point of view, in Teaching and Learning Foreign languages we must consider that there are two main Linguistic and Communicative Competence.

There is relationship between Linguistic Competence and Communicative Competence. Linguistic Competence means the spontaneous and flexible as well as the correct manipulation of the language system, and communicative competence involves principles of appropriateness and a readiness on the part of the learners to use relevant strategies to cope with certain language situations. Linguistic competence is the basis of communicative competence. Without linguistic competence, there is no communicative competence to speak of. But students should also be made aware that communicative competence does not result from linguistic competence automatically. Students should actively participate in such forms of classroom activities as role playing, simulations and true-to-life interaction so as to develop communicative competence while practice for the achievement of linguistic competence is given.

Under communication competency is usually understood the skill to use the language facilities correctly depending on communicative conditions; in our point of view, exactly integral estimation teaching foreign language, taken by means of valid and reliable tests, most exactly and all-round expresses the given phenomenon.

In so far as the goal of CLT is communicative competence, a practical ability to use

and speak the target language (L2), that is, for students to be able to communicate proficiently on their own. It can be considered a methodology (particularly the TBLT form of CLT) that specifies group activities and a de-emphasis of grammar instruction (e.g., by using a notional-functional syllabus). More commonly today, CLT advocates might call it an approach, which would be like a more loosely defined and flexible methodology (that depends on what kind of technical distinctions people might make and debate regarding "methodology" vs. "approach", but that's rather a pointless debate that we don't need to worry about).

So, CLT is somewhat open to interpretation and different implementations, depending on how teachers want to adapt it, define it, or practice it. Some basic characteristics that would define the various possible varieties of CLT come from the following list, adapted from Nunan (1991):

1. An emphasis on learning to communicate through interaction in the target language.
2. The use of authentic texts in teaching, or more broadly, actual or realistic language samples as models, input, and practice materials for students - including natural dialogues (or dialogues based on how native speakers really talk, rather than very artificial textbook language), medioclips, and readings.
3. Providing opportunities for learners to focus on actual practice and use of the language in as meaningful a way as is possible in a classroom environment.
4. Providing opportunities for students' own personal experiences as elements that could contribute to classroom learning (e.g., learning by doing and from experience).
5. Connecting classroom language learning with language activities outside the classroom (e.g., language activities that are more like actual language use in the real world, or even interacting with real native speakers in a meaningful way).

Thus, CLT emphasizes pair work and group work activities, and activities that more resemble real-world language use rather than artificial textbook language. A course or syllabus can be grammar based (structural syllabus), so long as the main focus is on communicative practice.

Some teachers, out of necessity, combine some traditional exercises with CLT, which we think makes sense, especially as scaffolding techniques for lower level students, even though CLT theory doesn't really address this. So we think some of the gaps in CLT can be filled in by bringing in psychological and educational concepts, which would justify judicious use and adaptation of traditional techniques to a CLT classroom, as we have mentioned before. CLT still has some theoretical problems, and aspects of it still need to be developed, in our view. Some areas that remain to be developed and addressed in CLT and the language teaching include those that we've added to this research paper.

In developing a class, interlock lessons and units to build and develop skills and to maintain skills and knowledge. Don't teach something that you drop and never teach any part of again.... or never use the knowledge of any part again. If you do totally drop material, you are teaching the student to forget and/or are confirming the concept that

it is ok to forget and/or that what you are teaching is not important enough to remember.

It can take two or three years to develop a class. The first time you give a test, if you designed the test, it is the test that is being tested. If it is a test someone else designed, then the first time that you give it, your teaching is being tested.

The English Teacher Using Transition Time Activities

Transition activities are "halfway" activities to help students make the transition from whatever is distracting them from learning at the beginning of class to full attention on the day's lesson. In our school 7th graders do daily reading, 8th graders do basic writing forms and 9th graders do advanced writing forms for the average 7th grade class, it is easier to start a lesson if the class has already made a partial transition. For college preparation level classes this activity may not be as productive, since they may be able to get to work right away, and are already reading regularly. To begin daily reading, have a box that they can put their reading books into so that when they come to class the next day (or when you announce reading time) they can get their books.

When you begin this activity, have the first student in each row get a book (from an assortment of paperbacks that you get from your librarian) for each person in their row. The student lets the 2nd student in the row have first choice; the third student has the next choice and so forth until all have chosen. The student who selected all the books for the row gets the book that is left after the others have chosen. No one complains, because the first student after all had the total choice and the students in the row won't complain about another student's selections, particularly if that student has the book remaining after every one else has chosen. (Note: If you as a teacher tell the class to "get a book" from the book rack, then you will have a lot of talking, complaining about there being no interesting books, etc. Plus there will be conversations around the books, and return trips for students that may never be satisfied with their choices). They have to read that book until the end of the first reading time.

Conclusion

At the end of the first reading time, the student can either put the book into the box to reserve books for that class, or they can return it to the student who chose them. This procedure is repeated as many times as necessary, usually less than four to five days. By that time most will have books, or the few that don't can make their own choices. For the loud complainers over this system and the book choices available, simply tell them that they can bring their own books the next day, and then they can either bring them each day, or put them in that class's reading box with the others being read.

Later, when students get involved with their reading, they will read after tests and other activities when they finish before others. Then others follow their actions and you are not telling students to be quiet until the others finish their tests, etc. This involvement with reading reduces your stress and the students' stress.

Language is a system which needs to be understood and internalized. Language is a habit which requires repetition and intensive oral practice. Language is a set of conventions, customs which the students' needs to learn as well as the structures. Language is a means

of communication which is used to accomplish different tasks and purposes. Language is a means to an end and is not used for its own sake. Language is a natural activity, not an academic exercise.

Language is what, how and why? Knowing a language much more than knows the structure. Vocabulary and grammar is what is said. Pronunciation, stress and intonation are how it is said.

Knowing the language is not enough. Classroom activities should be planned so that they have a real, natural communicative purpose. It is better to present the language in a text which is studied for a purpose other than language itself (reading a bus schedule to find out what bus goes from one place to another). Students need to use language for a real purpose.

Today CLT continues in its classic form as seen in the huge range of course books and other teaching resources that cite CLT as the source of their methodology. In addition, it has influenced many other language teaching approaches that subscribe to a similar philosophy of language teaching.

Perhaps it is appropriate to ask therefore, does communicative language teaching have any future? As an instructional philosophy with its own theoretical basis and related instructional principles, we suggest that CLT will continue to be major general language teaching methodology for some years. Few would argue with the claims CLT concerning the role of communication in language learning and teaching. However, language teaching is also constantly review the results of school-based learning programs, resulting in modifications to syllabuses, examinations, and teaching methods. Employers and those involved in tertiary education likewise often express concerns about the levels of language learning achieved in school programs, complaints that often lead to calls for review of teaching methods and syllabi.

These and other sources of influence will doubtless continue to shape approaches to language teaching in the future. The extent to which a particular educational philosophy gains and maintains widespread acceptance, however, as has been the case with communicative language teaching depends ultimately on the extent to which major stakeholders in the language teaching enterprise feel that is successful in achieving the goals set for language teaching programs in their contexts.

English teaching in Uzbekistan, with its traditional setting and current situation, differs from many English speaking countries. But this does not mean that the CLT approach is not applicable in Uzbekistan's context. On the other hand, English teachers can use an eclectic method according to their actual situations. Adapting the CLT approach, making full use of its advantages and reconciling it with the traditional Grammar-Teaching Method, this approach can work the most effectively in Uzbekistan. But adapting CLT to Uzbekistan's context is a very complicated process, it should be done step by step. Right now what English teachers in Uzbekistan need to do is to modernize, not westernize, English teaching.

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