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SUCCESSFULLY OVERCOMING CHALLENGES IN THE PROCESS OF IMPLEMENTING COMMUNICATIVE APPROACH TO TEACHING ENGLISH LANGUAGE

Abstract

The goal of this study is to demonstrate the value of using a communicative approach to teaching English in the classroom, as well as offer additional methods, tools, and resources for teachers to enhance their students' communication skills. The study employed observation and analysis of classes, as well as a description of materials and equipment used to implement this teaching format. The findings indicate that simulation, repetition, pair and group work are key methods used by teachers to facilitate English language acquisition at a high level, preparing students for their future professional activities. It is important to note that promoting more opportunities for student-teacher cooperation, feedback, and online technologies would provide students with more opportunities to develop their language skills.

Keywords: *communicative competence, approach, method, communicative language teaching, facilitator, strategies, skills, Task-Based Language Learning*

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İngilis dilinin tədrisinə kommunikativ yanaşmanın tətbiq edilməsi prossesindəki çətinliklərin uğurla həll edilməsi

Xülasə

Bu tədqiqatın məqsədi sinifdə ingilis dilini öyrətmək üçün kommunikativ yanaşmadan istifadənin dəyərini nümayiş etdirmək, həmçinin müəllimlərə tələbələrin ünsiyyət bacarıqlarını artırmaq üçün əlavə metodlar, alətlər və resurslar təklif etməkdir. Tədqiqatda dərslərin müşahidəsi və təhlili, eləcə də bu tədris formatını həyata keçirmək üçün istifadə olunan material və avadanlıqların təsviri istifadə edilmişdir. Nəticələr onu göstərir ki, simulyasiya, təkrar, cütlük və qruplarla iş müəllimlərin ingilis dilini yüksək səviyyədə mənimsəmələrini asanlaşdırmaq, tələbələri gələcək peşəkar fəaliyyətlərinə hazırlamaq üçün istifadə etdikləri əsas metodlardır. Qeyd etmək vacibdir ki, tələbə-müəllim əməkdaşlığı, əks əlaqə və onlayn texnologiyalar üçün daha çox imkanların təşviq edilməsi tələbələrə dil bacarıqlarını inkişaf etdirmək üçün daha çox imkanlar verəcəkdir.

Açar sözlər: *kommunikativ səriştə, yanaşma, metod, kommunikativ dil tədrisi, fasilitator, strategiyalar, bacarıqlar, tapşırıq əsaslı dil öyrənmə*

Introduction

The purpose of this study is to demonstrate the importance of using a communicative approach to teach English in the classroom, and to suggest additional methods, tools, and resources that teachers can use to increase students communicative activity. The study used classroom observation

and analysis, as well as a description of materials and equipment used to implement this teaching format. The results of the study indicate that simulation, repetition, pair and group work are the main means used by teachers to help students learn English at a high level and use it in their future professional activities. It is important to emphasize the need for more cooperation between students and teachers, feedback opportunities, and online technologies that provide students with more opportunities to learn the language.

Foreign language teachers use different methods and approaches in their work to help their students learn and communicate fluently in the language they are studying. This is necessary to find the best way to make students competent in the disciplines they teach. Language teachers attend professional development courses to learn more about new methods and approaches to teaching English (Huseynzade, 2000: 14).

There are many possible methods or approaches that can be used to teach English in the classroom. One of the most popular is the communicative approach to language teaching, or CLT for short. In this article, we will discuss what CLT is, its definition, characteristics, factors of its emergence, and some aspects of its implementation in English language classes.

The communicative approach is defined as an approach to teaching a foreign language that focuses on the interaction of students as a tool for learning, with the ultimate goal of language learning. Interaction is an activity in which two or more parties influence each other. CLT is considered the most effective approach, with the main goal of developing the communicative competence of students in many countries (Kaisheng, 2007: 89).

There are certain components of CLT characteristics in English language teaching methodology classes: the curriculum, types of activities in the classroom, materials and tasks, as well as the roles of the teacher and student.

The curriculum is a developed structural scheme that will be implemented in the process of teaching the language. A curriculum that includes a communicative approach provides language teachers with space for developing instructional materials and exercises in the English language lesson plan. According to Brown, the curriculum in accordance with CLT includes six main functions: transmission and search of factual information; expression and clarification of intellectual attitudes; expression and clarification of emotional attitudes; expression and clarification of moral attitudes; task performance and communication.

All these functions in the educational program create a communicative, personality-oriented language teaching using different ways of implementation, which vary depending on the specific role in a specific situation. There are many communicative exercises that can be applied in English language classes for professional purposes, but some typical communicative exercises or types of activities that promote interaction among students who are learning the language in class are group discussions, simulations, and role-playing games (Brown, Abeywickrama, 2015). Firstly, discussions can be conducted in pairs, groups, or in the whole class, which can improve students' cooperation and communication skills. Secondly, simulation provides students with a real situation in class so that they can simulate the real world in using the target language. Thirdly, role-playing is similar to simulation; the difference is that role-playing can use an adopted identity. Communication in different social contexts and different social roles enable language learners to study the social culture of the country whose language is being learned because communication requires the involvement of cultures (Abe, 2013: 48).

Communicative tasks provide opportunities for language learners to express themselves and use the target language. By using their own communicative materials, students immerse themselves in an atmosphere where language is used in accordance with context, time, and situation from real life. Hymes argues that there are three types of materials used in accordance with the communicative approach to teaching English:

- Authentic materials convey what students cannot learn from the outside world in class and reveal the use of language by students in different situations.

- Task-based materials allow language learners to use the target language by performing certain roles.

- Textual materials, which contain a theme, task analysis or practical description of a situation in communication between users of the target language (Hymes, 1971).

The concept of the communicative approach is that it is student-oriented, and the role of the teacher here is seen as that of a facilitator who can immerse language learners in a communicative learning atmosphere. The teacher develops communicative teaching, plans and applies communicative teaching in class, which forces all students to communicate in a collective manner. The role of students in CLT learning is the most important because they are communicators of the language learning process. As communicators, they are responsible for coordinating the content of speech, trying to understand the meaning of other people's messages during communication, using their communicative competence in the knowledge of the language they are learning (Larsen-Freeman, 2001).

The emergence of CLT in teaching English language (ELT) is due to many factors, but in this article, we will limit ourselves to discussing two: the limitations of previous approaches and new concepts of language competence.

There were certain methods and approaches that were developed and used in language teaching. However, the process of implementing these methods or approaches in methodology classes has caused some criticism or limitations due to their inability to meet the needs of learners. Below are some critical comments and limitations identified by Larsen-Freeman, Brown, and Littlewood: the limitation of the translation method lies in the lack of active role of the learner in the class, inability to speak and write the language being studied (Brown, Abeywickrama, 2015; Larsen-Freeman, 2001; Littlewood, 2000).

Criticism of the method lies in the fact that this method is difficult to implement in the classroom because the communication situations in the classroom are not realistic, and the teacher's skills are limited, which hinder the use of this method Critics of the audio-lingual method (ALM) argue that the communicative competence of students in the language they are studying was not achieved through accuracy and repetition of mistakes, and the opportunity for students to use their creative abilities in using the target language is very limited.

Educators and linguists believed that these methods or approaches were not effective enough for those who learn the language for the development of their language competence. Students had no knowledge of how to use a foreign language in appropriate communication situations, gestures, expressions, and phrases to communicate in the culture of the target language they were studying. This new approach provides the development of communicative competence as well as linguistic competence in real communication, students know how and when to speak, what and to whom, and ultimately CLT is recognized as the most effective way of teaching a foreign language (Littlewood, 2000).

The concept of language competence in language undergoes significant changes over time, including English as a target language. Previously, in the 17th and 18th centuries, English language competence was the ability to read English literature. Nowadays, the concept of competence in English as a target language includes more than one thing.

Firstly, competence is the ability to communicate effectively in English. This competence requires English language teachers to use the CLT approach, where they change the mechanistic approach to meaningful (Nunan, 1987: 7). In the CLT approach, all macro-skills are integrated into the teaching of English to meet the needs of students to be competent and communicate effectively.

Second, English proficiency can be seen from standard scores on the standardized English language test English Exam, such as TOEFL or IELTS, as a level English proficiency of their students. The four macro-skills are really essential in order to students could take an English proficiency exam. The CLT approach with the characteristics of its activities really contributes to the improvement of students' mastery of the English language. Moreover, a good result in the

English language exam will also enable students to continue their studies for abroad or work in foreign companies.

Thirdly, competence, flexibility in perceiving the meanings of the English language as a target language. The English language is widely distributed throughout the world and creates many dialects among users. English language teachers should prepare their own students to use different dialects among native English speakers. This information can be received during the use of communicative approach through discussion of the importance of various activities. Flexibility in discussing meaning in a real situation is an example of an activity to overcome information gaps in the CLT approach.

As Nunan points out, CLT is the most common teaching practice during the last two decades. In particular, CLT is considered as a communicative approach defining communicative competence as the goal of language teaching, including English language teaching. This approach suits the format of my professional activities as an English teacher (Nunan, 1987: 139).

Curriculum.

Undoubtedly, English is needed in all professions, which leads to the emergence of a discipline known as "English language for professional direction". Students learn English as a target language to perform certain roles and tasks. More effective is to teach them specialized English using communicatively oriented tasks within the scope of their interests, not general English.

For professional English language teaching direction, appropriate training is required, which is the basis for determining the goals and objectives of the course. In the educational institution, the program is established in the form of institutional education plan.

The curriculum is ideal for a CLT-aligned curriculum. Curriculum for teaching English must incorporate a CLT approach to satisfy the needs of students when learning English, their need for effective communication. Moreover, the goals of the curriculum using a communicative approach will contribute to the emergence of CLT in teaching English in a professional direction.

Students are expected to be able to communicate in English as the target language, having knowledge of function, meaning, and linguistic forms capable of using certain functions in an appropriate social context and with other users, and able to succeed in discussing these concepts with other users (Littlewood, 2000).

Students' needs

Students studying English as foreign need this knowledge for two reasons. First, for academic purposes. Peculiarities of learning English in a professional direction involve additional analysis in the vocabulary, grammar, texts, functions, and skills in a specific field. Students will acquire knowledge from information sources, both printed and non-printed materials published in English using appropriate analysis in their field. In addition, activities such as pair work or groups, modeling, and discussion in the audience contribute to the development of language functions in the form of macro skills. These competencies in the form of macro skills are necessary to pass the exam on proof of language proficiency, e.g. IETLS or TOEFL.

Material and technical base.

Institution of higher education and in particular faculty and departments that provide teaching of disciplines "Foreign language" (English, German, French) must be equipped with means for proper preparation of students of higher education for use acquired knowledge in real-life situations.

Daily use of a communicative approach to learning English in classes is reinforced by the use of simulations and role-playing games, close to real communication. Students have the opportunity to learn English in real circumstances interacting with each other, as well as to study society and cultures through different social contexts and social roles. Use of CLT in further professional activity, which, with the support of the institution, focuses on language learning in real communication, makes students tolerant to the mistakes of others, develops accuracy and fluency of speech, as they occur in a real situation.

Use of CLT at the Department of Foreign Languages aimed at a professional direction means primarily trying to help students develop not only linguistic flexibility but also accuracy. Students

get the tools to generate spontaneous language skills needed in professional activities when they will graduate. These skills and knowledge will help them learn the language throughout life, and not only during the performance of tasks in class. Practical use of a foreign language in classrooms using CLT encourages students to fully realize their potential in the future sphere of professional interests (Brown, Abeywickrama, 2015).

Although CLT is considered the most effective and efficient approach to meeting the needs of foreign language learners, it also has certain disadvantages. Since its main goal is to achieve communicative competence, students must have rules and knowledge about how to use the language they reproduce in a certain situation and strategies of use languages for effective communication. However, in this approach, functional aspects and formal structures of language require strong communication to make language learning effective. This understanding of the culture of the language being studied and the culture of the language learners remains a major challenge for some foreign language teachers (Kaisheng, 2007: 89).

Four main problems may arise when implementing the CLT approach in classes. First, the classes are too large in terms of the number of students for proper language learning conditions. To solve this problem, it would be advisable to use group and pair work to maximize everyone's participation. You can additionally choose group leaders to help properly follow the teacher's instructions in the group. On the other hand, you can also get involved in an eclectic approach that combines CLT and other methods such as the grammar-translation method that can help manage a large class.

Second, students have different levels of competence. It can be expected that students with different levels of competence should be given the same tasks from different material or different tasks from the same material according to their levels of competence. In addition, different levels of competence affect the speed of completing tasks. For students with a high level of competence who can finish the assignment early, giving them an additional task or a simple puzzle can thus overcome the boredom of waiting for other students to complete their tasks. However, there should be additional activity stimulating. If it is boring, students will not try to finish the work early.

Thirdly, not all students use English all the time in class. To students who often use the native language in the classroom, it is necessary to respond in English. It can create an English-speaking atmosphere and encourage them to use English in the learning process, and also provide the necessary feedback. Furthermore, it can encourage them to think about the benefits of using English in class and beyond its borders.

Fourth, outside the educational environment, the use of the English language does not receive proper support in many countries. English teachers must immerse their students in an atmosphere in which linguistic competence is used in communication to convey messages with the appropriate lexical form or grammar to reach the level of fluent and accurate command of the English language. In addition, encouraging students to better understand the essence of language learning is how this language can be used, so students shouldn't feel weird if their friends are using English in the classroom or outside the classroom for communication.

Conclusion

Communicative learning is a product created in response to the need for an appropriate approach to learning in the process of learning a foreign language. Understanding the definition, characteristic, and factors of a communicative approach to learning a foreign language, we hope that this approach will be able to meet the needs of English language learners. However, knowledge of methods, approaches to teaching English, especially in a professional direction, gives English language teachers languages will allow you to improve your skills in applying various pedagogical techniques in education. In the process of finding the best method, approach to teaching English in your classroom, English language teachers receive another additional one.

In pursuit of professional growth, one can explore new methods, principles, and approaches to teaching the English language, such as Communicative Language Teaching (CLT), which can make

the learning process engaging, communicative, and effective. Additionally, we believe it would be beneficial to supplement one's education with other approaches, such as Task-Based Language Learning and Computer-Assisted Language Learning (CALL), which can aid in the development of all skills.

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