

COMMUNICATIVE LANGUAGE TEACHING AND GRAMMAR TRANSLATION METHOD IN ELT

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Abstract: Communicative Language Teaching and Grammar Translation Method are the methods which are mainly used for teaching a foreign language or second language. This article not only emphasizes the good sides and bad sides of these two teaching methods but also their characteristics and historical background.

Annotatsiya. Kommunikativ tilni o'rgatish va grammatika tarjimasi metodi asosan chet tili yoki ikkinchi tilni o'rgatishda qo'llaniladigan usullardir. Ushbu maqolada bu ikki o'qitish usulining nafaqat yaxshi va yomon tomonlari, balki ularning xususiyatlari va tarixiy asoslari ham ta'kidlangan.

Key words: Communicative language teaching, Grammar translation method, approach, method, communicative competence.

Kalit so'zlar: Kommunikativ tilni o'rgatish, Grammatikani tarjima qilish usuli, yondashuv, usul, kommunikativ kompetentsiya.

Teaching a foreign language or second language is totally different from teaching first language (L1). There are a plethora of elements for teachers to be known in order to make learning process as effective as possible. One of the elements is method.

«Anthony (1963) has given the definition of method for our purpose. A method to Language Teaching is a set of procedures or overall plan for systemic presentation

to teach second or foreign language²³». That's why an appropriate method is really vital in teaching foreign languages which consequently leads to productive outcomes and helps to reach all set up goals. Since nineteenth century 9 different approaches have appeared in field of EFL and ESL. Interestingly, two of them are Communicative language Teaching and Grammar Translation method which are both of them are interesting but they have obvious distinguishing features in terms of characteristics and usage in the process of teaching.

Communicative language teaching (CLT) or the Communicative approach which is mainly connected with interaction as both the means and the ultimate goal of the study. The main aim of this approach is to develop learners four basic language skills (reading, writing, listening and speaking in English).

The origins of CLT are to be found in the changes in the British language teaching tradition dating from the late 1960s. Until then, Situational language represented the major British approach to teaching English as a foreign language.

Characteristics. There are a lot of interpretations of CLT, but the following interconnected characteristics are given by Brown (2001:43) provide a useful overview: The role of the teacher is that of facilitator and guide. Students are provided opportunities to focus on their own learning process through an understanding of their own styles of learning. Students use language productively and receptively, in a communicative class. Fluency and accuracy are mandatory for communicative class. «Learners are engaged in the pragmatic, authentic, functional use of language for meaningful purposes rather than aspects of language. Classroom goals are given importance²⁴».

«One of the most important characteristics put forward by David Numan (1991) in his famous book titled «Language teaching methodology» These five attributes are in this approach an emphasis on learning to communicate through interaction in the target language. Authentic texts are introduced in the class The focus was not only on

²³ Celce-Murcia, M. (Ed.) (1991). Teaching English as second or foreign language. Boston: Newbury House

²⁴ Numan, D. (1991). Language teaching methodology. Hemel Hempstead: Prentice Hall International

language but on the learning management process. Emphasis is placed on students' initiatives, rather than simply on teacher-centered directions»²⁵.

Historical Overview of the Communicative Language Teaching (CLT). «In the late 1970's educationists observed that students could produce sentences accurately but could not use them appropriately Widdowson (1978) During the 1980s and 1990s approaches emerged which concentrated on the fundamentally communicative functions of language and language classrooms were characterized by attempts to ensure authenticity of materials and pragmatic, meaningful tasks. In fact, CLT came into existence, as a result of dissatisfaction with the Grammar Translation and Audio-lingual Methods, Hossen, M. T. (2008). Communicative competence was a concept introduced by Dell Hymes (1966) which was redefined by many authors. Hymes original idea was that speakers of a language have to have more than grammatical competence in order to communicate effectively in a language. Michael Halliday has also made contributions in the development of CLT.²⁶

Classroom activities used in CLT:

- Role play Interviews;
- Information gap;
- Games;
- Language exchange Surveys;
- Pair work;
- Learning by teaching.

The Grammar Translation Method (GTM) is considered to be a classical method or in other words traditional method which appeared in the early 16th century. In grammar-translation classes, students learn grammatical rules and then apply those rules by translating sentences between the target language and the native language.

Characteristics:

Classes are taught in the mother tongue;

²⁵ Brown, H. Douglas (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy* Longman/ Pearson Education, White Plains, New York

²⁶ Celce-Murcia, M. (Ed.) (1991). *Teaching English as second or foreign language*. Boston: Newbury House

Much vocabulary is taught in the form of lists of isolated words;

Little or no attention is given to pronunciation;

Reading of difficult texts is begun early;

Long, elaborate explanations of the intricacies of grammar are given;

One of the biggest advantages of using this approach is that it allows students to learn a plethora of vocabulary and see them into various contexts. Apart from this, reading and writing skills are excelled, activates students' memory as well.

When it comes to weaknesses of this method, skills like listening and speaking becomes poorer that consequently leading to unnatural and inaccurate pronunciation. The last but not the least, GTM is not interactive and engaging for students.

The Grammar Translation Method is considered to be outdated to some extent. It ruled Europe in the 19th century. With the arrival of new method every time the previous method is forgotten. On the other CLT aims to make "communicative competence" the goal of language teaching and to develop procedures for teaching the four language skills, including listening, speaking, reading, and writing. We can conclude that this approach is more and productive than the Grammar Translation Method.

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