

## COMMUNICATIVE LANGUAGE TEACHING APPROACH IN TEACHING SPEAKING SKILL TO B1 LEVEL LEARNERS

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**Abstract:** English is one of the most spoken languages in the world. For this reason, enhancing the Speaking skill plays a vital role in communicating among people whose native language is not English. Most of the time, new language learners face difficulties in expressing their thoughts by speaking as they are afraid to make intonation mistakes or mispronounce a word or phrase. The communicative language teaching (CLT) helps the learners to develop their speaking skill effectively and use the language in real-life situations. It is focused on the interaction among students that produce speech or conversation for most of the classroom time using the target language. It develops speaking through different techniques which encourages students' participation, promotes confidence and prepares students for real life communications. For this study, it was interesting to investigate specific speaking techniques such as interviews, strip stories, and role-plays to boost students speaking troubles. This article aims to apply the Communicative Language Teaching approach to develop Speaking skills in B1 level learners.

**Keywords:** Communicative method, CLT, speaking skill, interaction, communicate.

Introduction. Communicative Language Teaching (CLT) is a communicative approach that aims to encourage learners to develop their speaking skill through a sort of activity which enables learners to be confident communicators in different real-life contexts. CLT became a well-known approach because it is interested in the communicative competence; furthermore, it is more important to process the communication rather than mastery the learner's language during the process.

CLT's main goal is to make students to communicate in a fluent way. Harmer, J. mentioned that "CLT now functions as a generalized "umbrella" term to describe learning sequences which aim to improve the students' ability to communicate' in contrast to 'teaching which is aimed more at learning bits of language just because they exist – without focusing on their use in communication" [2;36]. Considering that CLT was proclaimed as one of the best methods from the past, nowadays it gives the opportunity to learners to get a meaningful communicative experience. As we can notice, everything is based on communication. "Students can learn to communicate in many different ways and as a result of many different techniques." [2;39].

Communicative Language Teaching Techniques. This approach provides teachers with a great variety of techniques to develop English-speaking skills through communicative student-student activities by constantly exposing students to the target language. Thus, they interact in formal and informal tasks such as games, role-plays, and problem-solving activities. As Thomson, G cited, CLT was designed for meaningful communication: in and out classroom situations; as a result, thanks to the authenticity of the applied activities to real-life situations. This article intends to deepen and apply the most relevant techniques to make student become fluent and acquire the language by using: interviews, strip stories and role-plays.

Interviews. This technique provides the opportunity to develop and improve the speaking skill, not only inside the classroom but also outside it and it is considered an effective technique to achieve the main goal: to develop English-speaking skills.

“The interview technique” is appropriate involved both in pair and group. [1;13]. The primary purpose of the interview is to maintain a dialogue on a topic of common interest for students. For this reason, it becomes a great opportunity to socialize student’s thoughts in real life situations by using vocabulary and grammar structures without any doubt. It is essential to mention that peers do this oral.

Strip stories. This technique helps to develop the Speaking skill through describing pictures using realia; moreover, it relies heavily on visual aids to convey ideas. Learners can tell stories using photographs. It is mandatory to activate the previous vocabulary and prepare them for the new vocabulary and grammar structures. Learners join in a collaborative work activity, then the teacher gives them the strips, and learners read and try to understand it. After that, learners retell the story in their own words. This activity is essential to foster the learner’s creativity and imagination likewise their speaking skill. When using the Picture Strip Stories for CLT, Richards J. C recommends to the teacher plans and

delivers an oral presentation in a manner that allows much participation from the students and helps direct them towards the desired learning outcomes. Freeman, D. L. proposes that many teaching-learning activities can be done with picture strip stories; one of them is by giving a small group a strip story. A student in the group will then show the first picture of the story to the other members of her group and ask them to predict what the second picture is like. Another example of implementing the picture strip techniques is breaking down a story sentence by sentence and putting each sentence on a separate strip of paper. These sentences are then randomly distributed to each student. The students' task then is to orally communicate the contents of their strips to the others in the class and to orally re-assemble the story by putting the sentences of the story into a logical sequence.

**Role Plays.** Students – student interaction is essential to develop this technique. It allows students to apply cooperative learning. This technique became a great idea to engage students to participate without pressure. Students can work in pairs, small or big groups, by simulating real situations, TV programs, airport and restaurant scenes, etc. Learners will be able to use expressions or phrases to develop their Speaking Skill. Notably, “role-play not only provides a variation in teaching technique but also allows a more student-centered approach to learning.” [3;32].

**Conclusion.** In conclusion speaking is an essential part of language learning, and for sure, it contributes to the learner's success during the language learning process and, without doubt, in the future life. The main goal of developing the speaking skill is to use the language instead of repeating by memorizing. With the help of CLT approach, learners can construct their ideas expressed in sentences and dialogues even if they make mistakes. It allows the learner to produce and use the language properly, which is the reason why this article is focused on the oral part. In addition, interaction is a vital part of the speaking process. Because during the practice, students can make oral mistakes, so the teacher needs to provide the indicated techniques to help learners and promote the communication

activities. On the other hand, learners can communicate without pressure or fear by working on free practice activities. Learners share information, and at the same time, they get information. Moreover, learners go through expressing ideas, thoughts, and feelings through verbal utterances in different situations and in any context.

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