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## ACTIVITIES FOR ORGANIZING COMMUNICATIVE LANGUAGE TEACHING

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**Abstract:** This article is about activities which help teachers to organize effective foreign languages teaching classes, **ways of teaching young learners and what accomplished teachers of English to young learners should know.** As teachers, I understand that it is important to raise students' awareness of the communicative approach to language and to give them an opportunity to reflect on the communicative approach to language. In using current learning methods the ability of creativeness and designing is important for organizing each activity. Moreover, there are considerable features of the activities, such as the objectives of the tasks and how related to the new theme these activities are. For improving pupils' knowledge a positive environment should be created in teaching and learning. Using various teaching techniques can serve a real purpose and increase children's learning motivation and young children's knowledge is greatly enhanced. Teachers should establish that communicative language teaching promotes a focus on communicative competence which is supported by grammatical or lexical competence. Learners use language for meaningful purposes. Fluency and accuracy are viewed as complementary principles underpinning communicative techniques.

**Keywords:** Activities, effective methods, procedure, language awareness, communicative approach, communication tool, dramatization, role-play, group discussion, communicative purposes.

### **Introduction**

Despite the fact that all teachers need to develop activities for their learners, whether individual, or in groups, there seems to be more lack of the communicative approach to language and teaching. Whether you've been teaching for years, and just want new effective methods of language teaching classes to organize, or you're a new teacher and feel worried at the perspectives of your important lessons, utilizing such kind of activities help you[1].

As we know, the ability of creativeness and designing is important for organizing each activity. Moreover, there are considerable features of the activities, such as the objectives of the tasks and how related to the new theme these activities are. Below we reveal some activities for communicative foreign language teaching classes with their objectives and instructions in details[5].

### **Main Part**

**Activity 1.** The objective of this activity is to raise participants' awareness of the communicative approach to language and teaching and to give

participants an opportunity to reflect on the communicative approach to language and teaching that underlies the current program. Time for this is 20 min. Used materials may be handouts 1 and 2 for trainer, board, markers[7].

► Procedure:

First step: show the pictures on handout 1 and 2 to participants. Ask the following question:

~ Which of the approaches to teaching how to ride a bicycle do you think is more effective? Why?

Elicit random answers and then write down the following statements on the board.

~ Language is a set of rules that should be learnt.

~ Language is a communication tool.

Ask participants to relate the statements to language teaching and ask the following question:

~ Which of the pictures illustrates each of the statements? Why do you think so?

Elicit random answers.

Suggested answer:

Picture 1 – Statement 1; Picture 2 – Statement 2

Second step: Tell participants that the approach to language a teacher believes in influences the way s/he teaches a language. Establish that learning grammar rules and vocabulary by heart might be compared to learning the names of all the parts of a bicycle, road signs, etc. but not riding itself. Often teachers only help students to learn everything about the language, but still students find it difficult to apply their knowledge in practice and communicate freely in real life.

Another approach to language promotes use of language for communication and therefore it can be compared to learning to ride a bicycle actually riding along the streets. A communicative approach to language teaching does not necessarily exclude knowledge about the language; on the contrary, it

promotes the use of grammar and vocabulary for communicative purposes by means of improving speaking, listening, reading and writing skills[8].

Third step: Put participants in groups of 4 and ask participants to reflect on their experience in the programme and answer the following questions:

~ In your opinion which statement would the authors of this training programme agree more with? Why do you think so? Give reasons for your answer.

Fourth step: Collect random answers. Establish that in this programme language is considered as a means of communication, therefore we are in favour of teaching grammar and vocabulary not in isolation but in a meaningful context. For us teaching language as communication also means integrating the skills in as authentic a way as possible[11].

**Activity 2** called “Typical CLT activity”. The aim of this exercise is to expose participants to a typical communicative activity. Time for this is 20 min. Materials:

handout 3 per participant.

NB: Make sure that the chairs are organized in a circle or semi-circle.

► Procedure:

First step: Ask participants the following question:

~ In your opinion what would be a typical communicative activity?

Accept any answers and write them on the board. Possible answers: role-play, info gap activities, jigsaw, etc.

Tell participants that they will now experience a communicative activity known as a simulation. Explain that a simulation is an activity which reproduces a situation and which often involves dramatization, role-play, or group discussion[12].

Second step: Distribute handout 3 to participants and ask them to do the task individually.

Third step: Put participants in groups of 4 and ask them to discuss the six candidates. Ask groups to come to a consensus and as a group decide on the 3 people out of 6 candidates and to be ready to justify their choice.

Fourth step: Ask groups to share their decisions with the whole class and to justify their choice[13].

### Conclusion

Taking all mentioned above into consideration, in order to be successful at teaching languages to students, such kind of activities will help you. Moreover, teachers should establish that communicative language teaching promotes a focus on communicative competence which is supported by grammatical or lexical competence. Learners use language for meaningful purposes. Fluency and accuracy are viewed as complementary principles underpinning communicative techniques.

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