BARRIERS TO IMPLEMENT CLT IN THE LANGUAGE ACQUISITION

Muxtarov Abdirasul Parda o'g'li
Shakhrisabz State Pedagogical Institute
Assistant Teacher in the Department of Foreign Language Theory
Abdirasulmuxtarov2903@gmail.com orcid:0009-0007-2289-4112

Abstract

The concept of communicative competence is one of the most important theoretical advancements in language teaching and learning, particularly for ESL students, as it is thought to aid in reframing the goal of second language (L2) training in the classroom. Even while the majority of educators acknowledge the value of CLT, many of them lack the confidence to use it effectively in the classroom. Therefore, this article makes an effort to clarify the hurdles which leads to be a chain to implanting Communicative language teaching (clt), meanwhile looking into teachers' challenges in the utilization of CLT method in the classroom.

Keywords: CLT, effective communication, collaboration, challenges, Limited resources, language , methods, barriers.

Introduction

A conception of language as communication serves as the foundation for the communicative approach to language instruction. The development of communicative competence is the aim of language instruction. Giving the student unrestricted access to the social, cultural, and pragmatic facets of language is the aim of CLT.Through repeated oral practice and student-student interaction, the major goal of communicative language teaching approaches is to equip students to be confident communicators in many real-life circumstances. In CLT, communication serves as both the method's goal and its methods.

Objects of CLT

The goal of the CLT approach is to provide students with the knowledge and abilities necessary to interact with native speakers of their target language in everyday contexts. As a result, it abandons the conventional emphasis on grammar in favor of encouraging the genuine and active use of language during the learning process. As a result, CLT places a high value on communication and problem-solving, and it frequently incorporates role-playing and pair or group projects in the classroom.[2]
Basic core elements of CLT according to Author and researcher David Nunan

1. An emphasis on learning to communicate through interaction in the target language
2. The introduction of authentic texts into the learning situation
3. The provision of opportunities for learners to focus, not only on the language but also on the learning process itself

4. An enhancement of the learner's own personal experiences as important contributing elements to classroom learning**.**
5. An attempt to link classroom language learning with language activation outside the classroom

Literature Reviews

A method of teaching called Communicative Language Teaching (CLT) was first presented in 1995. Second language learners (SLLs) can improve their speaking, listening, and writing abilities in addition to their reading and writing abilities by including Communicative Language Teaching (CLT). Both the performance of the learners and their receptive and productive skills can be significantly enhanced for second language learners (SLLs). The demand for the English language has changed throughout time, thus second language learners have begun to use this strategy. Understanding the linguistic context and meanings is one of the learners' receptive skills. To have a thorough comprehension, one must comprehend a language and its context (Ashari & Zarrin, 2014). Teachers have embraced Communicative Language Teaching (CLT) as a popular approach at varying degrees. Since practically all emerging nations now use the English language, learners must acquire second language proficiency in order to participate in today's global marketplace. The increasing approaches and strategies have made it easier than ever to improve your English language abilities. The use of technology by the second language teacher is facilitating blended learning, which eventually improves student performance. Due to its emphasis on developing each of the four abilities that second language learners (SLLs) need to succeed in, communicative language education has become more and more popular (Safarzadeh, Monfared, & Raban 2016).[2]

Challenges in the use of CLT

According to Li, there are a number of challenges that teachers and EFL students in Korea confront while attempting to implement a communicative approach, such as students' low English proficiency, resistance to participating in class, and lack of enthusiasm for building communicative competence. Misconceptions held by teachers, a lack of CLT training coupled with sociolinguistic competency limitations, a lack of time for creating communicative lesson plans, and big class sizes are further factors. Additional challenges mentioned include exams that are dependent on grammar, a lack of finance, and a lack of support.[3]

Effective communication

Effective communication between the teacher and the students is essential to communicative language learning. Because teachers and students have such distinct personalities, it can be challenging to have successful communication at times. Effective communication between teachers and students is achievable if the students are willing to participate in class discussions and have sufficient confidence. However, in the majority of high school classrooms, students are either too shy or uninterested in participating in class discussions. As a result, even in communicative language learning environments, teachers occasionally struggle to impart knowledge effectively (Safari & Shahragard, 2015).[2]

Collaboration

Another essential component of communicative language instruction is cooperation. As a result, it is among the issues that educators who teach communicative languages deal with. In order to effectively teach communicative language, students and teachers must work together and coordinate their efforts. The inability to work together becomes a barrier that prevents communicative language teachers from teaching effectively and efficiently. As a result, high school students also struggle to work together with their peers and the teacher. The most common factors limiting second language learners' performance and success in learning a second language—particularly English as a foreign language—are their inattention and lack of cooperation (Mareva & Mapako, 2012).[8]

Student- related challenges

It was said that students are the source of another group of difficulties, which are known as student-related difficulties. First, the study discovered that a large number of students lacked the drive to improve their communicative competence and were far more concerned with their grammar than with their communicative abilities. Second, because they have grown accustomed to the traditional classroom structure, wherein their role is much more passive and "the teacher is expected to give them information directly" while they take notes, it was discovered that students significantly resisted the transition from the teacher-oriented to the student-oriented classroom

The following are some difficulties that educators could run into while using this approach in their language classrooms:[7]

1. Large class sizes: CLT is most effective in smaller groups where students can actively engage in communicative activities. In large classes, it can be challenging to manage and facilitate meaningful interaction between all students and the teacher's time might not be sufficient to provide feedback and support for all student pairs/groups

2. Limited resources: Implementing CLT may require additional language learning resources, such as authentic materials, audio-visual aids, or digital tools. Inadequate access to these resources can hinder the effective application of CLT in the classroom.

3. Student expectations: Some students might have a traditional view of language learning, expecting a focus on grammar and vocabulary. They may be resistant to the communicative approach or feel frustrated by the emphasis on speaking-based activities

4. Cultural barriers: In some cultures, students may be hesitant to speak up or engage in communicative activities due to societal norms, inhibitions, or concerns about making mistakes in front of their peers.

5. Assessment challenges: Traditional language assessments and exams often focus on reading, writing and grammar skills rather than communicative competence. Teachers may find it difficult to assess students' progress in a way that aligns with the goals of CLT and they might need to spend extra time redesigning their assessment and examination processes.

Conclusion

In the modern and globalized world , a wide range of effective methods are available to teach languages through the globe . Some of them are effective as well as fruitful to pick up languages among second language learners, One of these successful approaches to teaching languages is communicative learning. which helps students become highly proficient and fluent speakers with strong command, just like a native speaker. English is a universal language, and obtaining a higher education actually requires having proficiency in the language. Therefore, the communicative language teaching method could assist in achieving this purpose of learning a second language. However, although it has been effective to take advantage of it , it is challenging to exploit due to large class sizes, assessment challenges, cultural barriers, limited sources, along with collaboration issues

References

1. https://www.researchgate.net/publication/367021991_Impact_of_Communicative_Language_Teaching_Method_on_Students%27_Speaking_and_Listening_Skills_A_Review_Article
2. https://sanako.com/what-are-the-advantages-of-communicative-language-teaching-clt
3. https://www.ijsr.net/archive/v3i9/MDIwMTU0Mzk=.pdf
4. Muxtarov Abdirasul Parda o'g'li. (2024). THE BENEFITS OF APPLYING INNOVATIVE TECHNIQUES AND TECHNOLOGIES IN THE TEACHING PROCESS. Web of Discoveries: Journal of Analysis and Inventions, 2(6), 1–5. Retrieved from https://webofjournals.com/index.php/3/article/view/1470
5. Muxtarov Abdirasul Parda o'g'li. (2023). POSTMODERNIZM DAVRIDA TA'LIM TIZIMIDAGI TIZIMSIZLIK . PEDAGOGS Jurnali, 35(3), 166–170. Retrieved from https://www.pedagoglar.uz/index.php/ped/article/view/5316
6. Muxtarov Abdirasul Parda o'g'li. (2022). POSTMODERINIZM DAVRIDA INGLIZ TILI O'QITISH METODIKASI POSTMODERNIZMNING ELTDA TA'SIRI. Proceedings of International Educators Conference, 1(3), 337–345. Retrieved from https://econferenceseries.com/index.php/iec/article/view/738
7. https://sanako.com/applying-communicative-language-teaching-approach
8. https://www.researchgate.net/publication/372577166_Problems_in_Using_Communicative_Language_Teaching_CLT_in_Secondary_Schools_from_Teachers'_Point_of_Views.