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TEACHING SECOND LANGUAGE THROUGH COMMUNICATIVE APPROACH

Rakhimova Dilnoza Dilshod Kizi
Teacher Of The Department Of "Pedagogy And Psychology" Of The Tashkent Social Innovation University, Uzbekistan

ABSTRACT

The complexity of language, whether spoken or written, has led to a high demand for teaching and learning English in today's globalized world. The need for English language learning has resulted in a demand for quality teaching materials and resources worldwide. Language learning is now seen as a form of communication between users and learners. Despite this, some institutions in Uzbekistan still rely on the Grammar Translation Method (GTM), leading to proficient vocabulary, grammar, and reading skills but low proficiency in speaking. To address this, teachers are encouraged to adopt communicative language teaching methodology. The study identifies factors that deter teachers from implementing this approach and emphasizes the importance of following communicative language teaching at public sector colleges as an effective method. It is believed that meaningful English language teaching and learning can be achieved through proper implementation of aspects such as phonetics, phonology, morphology, syntax, and semantics.

KEYWORDS

Second language, communicative approach, psychological satisfaction, speaking skills, motivation, role-play, watching movies.

INTRODUCTION

Education today has changed over time. Demand for learning a second language is increasing year by year. Knowing foreign languages can open world doors. In addition, there are multiple reasons to learn a language. For example, someone wants to study abroad, or others want to travel all over the world. Hence, people must know the language that can be a lingua-franca, for instance, the English is for international communication in every part of the world, to prevent language barriers. English Language Teaching (ELT) is considered as the essential fields of discourse, and it has promoted a variety of language teaching approaches as either of new or outdated. However, it is significant to recognize the dominancy of discourse and its different impacts on the language education system. Therefore, Communicative Approach is well-thought-out and vital approach to language teaching and learning because its focus is on the communication; and it enhances learner's communicative competence while using target language (cited in Brown, 1994, p.71). With other words, there are several ways of learning second language; one of them is Communicative Approach which can be huge helpful impact on learning process, and it focuses on the communication that helps to communicate in daily life situation. Furthermore, three ways of how to teach and learn the second language through Communication Approach: classroom interaction, suitable methods of teaching

communication skills and psychological satisfaction to communicate.

Communicative Approach is the vital factor in the second language acquisition. It makes the learners able to use language in real-life situations and encourages them. Over the past years, some teachers' method was only grammar and learning vocabulary by heart without activating them in real life. Due to this reason, students have communication difficulties and weaknesses in their oral speech as they cannot use it when they need to speak. Right, grammar is a core element of learning languages, but it is the passive way of teaching and learning that can lead to demotivation to gain knowledge. Active learning is anything course-related that all students in a class session are called to do other than simply watching, listening, and taking notes. It keeps students awake and provides the opportunity for an elevated level of learning and retention unlike what happens in the traditional lecture classroom. Authentic communication in the classroom is a basic element of active learning (cited in Felder & Brent, 2009). The theory of active learning can be linked with the quote of the Confucius "I hear, and I forget, I see, and I remember, I do, and I understand" (cited in Braxton, Jones, Hirschy & Hartley, 2008; Nyugen & Trimarchi, 2010). Unlike in the traditional classroom, active learners use more opportunities in the learning process like they think what they want to say or jot down phrases, they learn new vocabulary for

them, and in other words, they prepare their oral speech which can lead to be more active. Rather than being involved in reading texts, memorizing grammar rules, students are being involved in the development of their speaking skills by talking about what they learned by using the target language during discussions.

However, classroom design and management styles directly impact classroom interaction and language learning. Similarly, classroom management is incredibly important for classroom interaction and for student-teacher interaction. By this definition, classroom management includes multiple reasons such as student behavior and teacher behavior, arrangement, and class environment. Traditional classroom arrangements are not supportive for group/ pair work. In this connection, Adhikari (2010) mentions, "classroom setting is one of the main problems. All the classrooms have furniture arranged in rows and fixed to the floor which prevents easy mobility required for group work and face to face interaction" (p. 3). He states that such a classroom setting discourages students' involvement in any kind of activities such as games or their actions. Consequently, how we arrange classrooms either encourages or discourages interaction in the classroom. In the same line, Chi & Wylie (2014) note that, "one of the fundamental elements to developing such processes of interactions is to encourage students to be the agents of their own

learning and to engage them in the classroom." By doing so teachers' attention would be on students' improvement and students' goal would put learning in the lead. Brazilian Jesuit institution founded in 1969, Unisinos University. Unisinos currently has about 30,000 students and offers 72 undergraduate programs, 26 master's programs, and 17 Ph.D. programs. In this university, classroom management research is conducted with placement of furniture, its shape, and tables with drawings on the center; and computers are left aside. Like this, we can create an environment which allows the student to easily attain the purpose of the course. Another comment related to traditional classroom, which is teacher centered, the student explained, "Both the student and the teacher would not be happy, and the class would be limited." As a result, students' selection was to arrange classrooms with distinctive designs which are interesting for them.

It is not a secret that in every work or action everyone needs the will to do the exact thing or motivation to begin it. By inference, in the learning process students also need psychological help to express their ideas or thoughts easily, which leads to satisfaction. In the first place, to organize such psychological satisfaction, teachers' support to students could have a high impact on their desire to learn a new language also. Basic Psychological Needs (BPN) is considered as one of the main constructive components of self-determination

theory (SDT) (cited in Deci and Ryan 1991). According to Deci and Ryan's (2000) self-determination theory, BPN refer to "innate psychological nutriments that are essential for ongoing psychological growth, integrity, and well-being" (p.229) and consists of the needs for autonomy, competence, and relatedness, the satisfaction of which leads to psychological well-being and success in academic performance. By this support, bond with teacher and student would be close in learning engagement. In addition, Deci, and Ryan (2000) organized a questionnaire about students' satisfaction and all students mentioned, yes, they all need psychological support to improve their academic performance. Moreover, the students who were supported psychologically by their teachers noted "I feel like I am free to decide for myself how to live my life."

Self-efficacy is a motivation psychological variable and a determining factor for EFL learners' general or academic achievement (cited in Truong and Wang 2019). It is defined "as personal judgments of one's capabilities to organize and execute courses of action to attain designated types of educational performances" (cited in Zimmerman 1995, p. 203). Bandura (1997) believes that there are four sources promoting an individual's self-efficacy including (a) enactive mastery experience, (b) vicarious experiences, (c) verbal persuasion, and d) psychological and affective factors. In other words,

self-efficacy influences people or students' efforts, academic performance, and choices as well. Moreover, "actual ability, prior preparation and achievement, and level of self-efficacy related effects (cited in Bandura 1997, p. 427). Plus, self-efficacy is a highly influential factor in students' language learning success. The participants also completed the Self-efficacy questionnaire adapted from Motivated Strategies for Learning Questionnaire (MSLQ) originally developed by Pintrich et al. (1991). As a result, students enjoyed and selected exactly self-efficacy is the vital element in their learning process.

Based on my own experience, my final year in my bachelor's degree, we had to practice at local schools in Uzbekistan; the first 2 weeks we observed the English classes, next 2 weeks we had to conduct lessons. During my observation, teachers' focus was only on grammar and writing down unfamiliar words from the texts and the next lesson was also like this situation, without asking for vocabulary and grammar rules, because of these reasons, there was no improvement in students' learning. Despite this, most of the students are not able to produce a single sentence in English. For this reason, interaction in the classroom is an important thing for developing linguistic skills. On the other hand, the next 2 weeks, this was our turn to conduct lessons, we tried to carry out the lesson in another way such as activities, games and singing songs which give them pleasure and

encourage them to learn the language. What is more, their results increased which motivates us also to put more pressure on acquiring knowledge.

Communication skills can be learnt in a variety of ways and students benefit from methods that show an exact direction and hands-on techniques. One of them is role play which is an innovative way of communication skills and a wonderful way to learn communication abilities quickly. There is a superpower in this method that everyone in the class must participate in. If in the class someone is introverted and cannot fully express his/her thoughts, it can easily be involved with the role-play method. As Van Ments (1999) mentioned, the use of role-play in the classroom provides students with opportunities to examine behaviors, interactions, and various viewpoints of different members of a community (cited in Cynthia, Deaton, Kristen, Katherine & Jack, 2012, p. 128). Indeed, every student attend in role-play technique that gives more opportunity to assess their performance, vocabulary and speaking skills. Furthermore, this method is also helpful for overall students' attendance like their behavior, ability, and patience. In North Carolina researcher Hilary Flint, Mark Meyer, Monir Hossain and Melissa Klein (2017) conducted research about impact of role-play method to their language learning, and 90% students are satisfied with this technique which improved their speaking skill.

Another interactive way of teaching is through films. A carefully compiled collection of movies and TV-series is a great teaching tool. In this method, students can pause, discuss, learn new vocabulary, phrasal verbs which affect quality of speech, and can watch as many times as they want. In addition, if students discuss characters behavior or their action they listen to peers' opinion, by this debate or discussion begins. As a result, they communicate with each other and use their full potential to give reliable, beautiful responses. Based on Bjork & Eschenbach, (2014); Frank, (2013); Rodrigez & Puyal, (2012); Roell, (2010), MBML instruction, with the steps of using movies in the classroom and integrating CLIL for classroom activities, helped facilitate the students' learning process. To elaborate, the instructional stages of the MBML instruction were implemented clearly in four stages: pre-watching, pre-teaching, while-teaching, and post-watching (cited in Piyaporn & Inpin, 2020, p. 37). The 21st century is considered the age of globalization with a variety of opportunities and from this we should benefit from it keep growing.

As learning English language is worldwide demand, there are numerous of ways teaching it. Due to passive ways of teaching and learning a second language, most students' oral speech is not improved. Their overall performance relates to multiple reasons such as learning actively, psychological redness and methods.

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