



Communicative Grammar Teaching Techniques

Yakubova Lobar Gulamovna

An English teacher at the Department of Foreign Languages,
Karshi engineering - economics institute

Abstract: This paper explores the importance of communicative grammar teaching techniques in second language acquisition. It argues that traditional grammar instruction, focused on isolated rules, falls short in fostering fluency and practical language use. The article then examines various communicative techniques, including task-based learning, games, and role-playing activities, highlighting their effectiveness in promoting meaningful grammatical understanding within a communicative context.

Keywords: Communicative Grammar Teaching, Second Language Acquisition, Task-Based Learning, Games, Role-Playing;

Introduction

Second language learners often struggle to bridge the gap between theoretical grammar knowledge and practical communication skills. Traditional grammar instruction, which emphasizes memorization of rules and isolated sentence analysis, fails to equip learners with the ability to use language effectively in real-world situations. This paper advocates for communicative grammar teaching techniques, which prioritize meaningful communication over rote memorization.

Teaching techniques must demand achievements of a particular task other than mere manipulation of language rules. Communicative grammar teaching techniques should thus be based more on the development of the ability to use language in real-life situations than on the manipulation of linguistic structures which do not allow speakers to interact naturally in real communication.

Nunan supposes that effective grammar techniques should be both meaningful and communicative. For the purposes of understanding Communicative Language Teaching, there is a necessity to acquire knowledge of the theoretical foundations and principles underlying specific methods to avoid misusing or misleading something.



The most widespread principles of Communicative Language Teaching suggested for teaching grammar communicatively are that:

- Language should be introduced in an authentic context, in songs and in drama.
- Language learning is learning to communicate.
- Learners should personalize the language into their own experiences.
- Corrective feedback on the meaning, form, and use should be provided.
- Language learning is learning by doing.
- Cooperative and collaborative learning should be enhanced.
- Forms should be taught in a meaningful communicative way.
- Communicative competence involves learning to use language forms appropriately and accurately.
- Fluency and accuracy are seen as complementary principles underlying communicative techniques.
- Language techniques are designed to engage learners in a realistic, appealing and motivating use of language for meaningful purposes.

Techniques in teaching grammar are:

- ✓ Songs and chants;
- ✓ Stories;
- ✓ Nursery rhymes and poems;
- ✓ Games;
- ✓ Puppets;
- ✓ Plays and dialogues

It is apparent that the notion that Communicative Language comprises principles that predict ideas about language learning and teaching. Principles, which can be applied in different ways to address different aspects of the teaching and learning process. Lightbown and Spada state that Communicative Language Teaching is the most influential approach to arrive on the second / foreign language-teaching scene. They affirm that "CLT is undoubtedly the most researched approach to second / foreign language teaching in the history of language teaching". They consider CLT to be the major general language teaching methodology for years to come.

Purposes of Communicative Grammar (CLT) teaching techniques Littlewood summarizes some purposes of CLT techniques:



- ❖ They provide “Whole-task practice”: Whole task practice is provided through various kinds of communicative technique structured to suit learners' ability level.
- ❖ They improve motivation: These CLT techniques motivate students to use grammar in different situations.
- ❖ They allow natural learning: These techniques operate when the students are involved in using language for communication, since they are considered to be an important part of the total learning process.

They can create a context which supports learning. These techniques provide opportunities for positive and personal relationships to be developed among learners and between learners and the teacher. Wang affirms the advantages of using these techniques:

- They motivate students to have fun, and derive pleasure and excitement, from studying.
 - They (use another, more expressive verb here) the practice of language and its meaning.
 - They create an enabling learning environment
 - They promote interpersonal relationships
- Criteria for CGT Techniques.

Ellis lists six criteria for CGT techniques:

- ✓ Communicative purpose (information gap)
- ✓ Communicative desire (real need)
- ✓ Focus on content rather than form
- ✓ Vary language (not just one language form)
- ✓ No teacher intervention (done by students)
- ✓ No material control

In another context, regarding the criteria for CGT techniques, Woods points out eight criteria. These techniques should create conditions for:

- ❖ Exploration by the learner of language and language learning
- ❖ Challenge and critique by the learner of language, learning and curricula
- ❖ Negotiations by the learner of language, learning and curricula
- ❖ Interaction and interdependence between learners and teachers
- ❖ Providing comprehensible input
- ❖ Accommodating differentiation among learners
- ❖ Managing language learning
- ❖ Problematizing language learning and classroom action.



Ellis claims that in the teaching of grammar for communicative competence, teachers should focus on communicative frameworks based on tasks for communicative activities. Grammar activities should be compatible with contextualized practice in which rules are presented in meaningful contexts. Appropriate contextualization can only be achieved if a teacher finds or creates realistic social situations, language texts, and visual stimuli that are interesting and meaningful to students. Additionally, these activities should be centered on the students' own lives, opinions and experiences of real-life situations to learn English. Besides this, a teacher must provide communicative practice for students to achieve nonlinguistic goals such as asking for permission to do something, getting someone to do something, making excuses or asking for help. Similarly, Nunan explains that grammar is fundamentally important in the communicative classroom. However, he adds that the approach to teaching grammar in the classroom requires CLT principles. Yet some scientists claim that grammar is fundamental to language and that without it language could not exist. Unlike grammatical approaches, communicative approaches are based on the idea that language is best learned through communication rather than the mechanical representation of grammatical forms. Communicative approaches ignore the explicit use of grammatical rules in grammar learning. This has led to a shift away from form-based to meaning-based learning. The exceptional focus on teaching grammar has been found to be insufficient to develop learners' oral communication abilities. In addition, many researchers confirm the fact that language teaching cannot be limited to grammar teaching alone. This is because direct teaching of grammar does not lead to fluency. In the same vein, the Hyme's theory of communicative competence (1972) has had a major impact on the development of students' communicative language competence, which makes the development of students' communicative competence its main goal.

Benefits of Communicative Grammar Teaching

Communicative grammar teaching offers several advantages over traditional methods:

- **Increased Fluency:** By focusing on communication, learners develop fluency in using grammar structures naturally.
- **Improved Comprehension:** Communicative activities help learners understand the nuances of grammar within a context, enhancing overall comprehension.



- Enhanced Motivation: Engaging activities increase motivation and make learning grammar less tedious.

Conclusion

Communicative grammar teaching techniques offer a valuable approach for second language acquisition. By integrating grammar with meaningful communication, these techniques empower learners to use language effectively and confidently in real-world situations. Further research is needed to explore the long-term impact of different communicative approaches and their effectiveness with diverse learning styles.

References:

1. Long, M. H. (1985). A prehistory of task-based language teaching. *Language Learning*, 35(1), 1-24.
2. Wajnryb, R. (1992). *Grammar games: Creative activities for teaching and reinforcing grammar*. Heinle & Heinle.
3. Brey, B. A. (1995). *Role playing in language learning*. Macmillan Education.
4. Ellis, R. (2003). *Task-based language learning and teaching*. Oxford University Press.
5. Swain, M. (1985). Communicative competence: Theoretical perspectives. *The Canadian Modern Language Review*, 41(1), 1-20. (This article defines communicative competence and its role in language proficiency)
6. Long, M. H. (1981). Input, interaction, and language acquisition: A review of research. *Language Learning*, 31(2), 77-104.
7. Yakubova Lobar Gulamovna: Examples of Oral Communication Activities for Teaching Speaking. *American Journal of Social and Humanitarian Research (AJSHR) Volume 4 | Issue 2 (Feb 2023)*
8. Ishonqulov Sherzod Usmonovich: The role of Technology in teaching English language skills” *American Journal of Philological Sciences Volume 03 Issue06 June 2023*.
9. Ishonkulov Sherzod Usmonovich: The role and place of Compensatory Competence in the system of other competences in mastering a Foreign Language. *American Journal of Philological Sciences, Volume 02 Issue 11- 2022*
10. Suyarova Mavjuda Ergashevna: Permanent Learning: Continuing Your Teacher Education, *Permanent Learning: Continuing Your Teacher Education Volume 5 | No 11 (Nov 2022)*



PEDAGOGICAL CLUSTER

JOURNAL OF PEDAGOGICAL DEVELOPMENTS



Website: <https://euroasianjournals.org/index.php/pc/index>
