

UDC 371.3:81'243

**EFFECTIVENESS OF COMMUNICATIVE LANGUAGE TEACHING  
AT PRIMARY SCHOOLS**

**Umbet Zhanat**

[zhanatumbet@mail.ru](mailto:zhanatumbet@mail.ru)

**Dilmurat Aray**

[dilmurat.aray@bk.ru](mailto:dilmurat.aray@bk.ru)

2<sup>nd</sup> year students in “Foreign Languages: Two Foreign Languages”

L.N.Gumilyov ENU, Nur-Sultan, Kazakhstan

Supervisor – Zh.D.Nurzhanova

The study aspires to investigate to what measure Primary level's classrooms implement the CLT approach and what are the difficulties and issues teachers stand up to implementing it in scope of Kazakhstan.

Communicative language teaching (CLT), or the communicative approach, is an approach to language teaching that emphasizes interaction as both the means and the ultimate goal of study.

Language learners in environments utilizing CLT techniques, learn and practice the target language through the use of the language both in class and outside of class. [1]

Learners converse about personal experiences with partners, and instructors teach topics outside of the realm of traditional grammar, in order to promote language skills in all types of situations. This method also claims to encourage learners to incorporate their personal experiences into their language learning environment, to focus on the learning experience in addition to the learning of the target language. [2]

Having passed many years in Kazakhstan CLT approach will have brought much change to the learners to use the target language. Though it is supposed that schools are following the CLT method to teaching communication through English the realness may not be identical. Because they do not refer to the possibilities of learners and their successes in real communication.

So we want to investigate how CLT is realized in the classrooms of Primary schools.

Language teaching was originally considered a cognitive matter mainly involving memorization. It was later thought, instead, to be socio-cognitive meaning that language can be learned through the process of social interaction. Today however the dominant technique in teaching any language is communicative language teaching.[3]

The CLT has a lot of facilities, there are more described *key principles of it*. These are:

- *Classroom goals are concentrated on communicative capacity. The target language is a guide for communication not only the purpose of study.*
- *Fluency is more important than accuracy to keep the learners practiced in language use.*
- *Students should use language permanently.*
- *Students should be given responsibilities to be trained on strategies of improving their realization.*

Among ten teachers eight have mentioned that they own an idea about CLT but they do not train on it. Only two teachers use this method. All the teachers have answered that they use Kazakh and English in their English classes. They have said that students are not able to understand if they use only the target language during the lesson.

Teachers have noticed that students are very anxious in class. They hesitate to produce something or signify their ideas. Because of their poor vocabulary and pronunciation problem. In this case senior English teachers of L.N.Gumilyov Eurasian national university D.Medzhanova and A.Kabdusheva note that it is possible to develop wordlist and speech with the help of exercises in which proverbs are included.[4]

Teachers have noted that there is no enough technology or equipment to sustain the adaption of CLT in classrooms. Many teachers maintained they neither have modern techniques like projectors, microphones and other needed facilities. A few number of teachers reported that they have a multimedia projector but they have to take permission from the authority in order to use it.

It is supervised that classrooms of primary level schools are very large with around 15 to 17 students, especially in villages. It is too hard for teachers to pay individual attention to students who usually sits at the back part of the class. The result is sustained by Sharmeen. She notes that studying with a great deal of students is also difficult for them. [5]

Many teachers note that examination of our country does not include listening or speaking skills. They are only focused on reading and writing forms. Through the speaking activity they can produce their own opinion and it seems more interesting and attractive for them. Therefore including speaking and listening activities are also important.

The study reveals that Communicative Language Teaching approach is not effective at primary level schools. There must be some needed facilities to support the adaption of CLT approach. There should have been a well-structured training program of the English teachers. Also some of them do not have any idea about CLT approach and how to use it in classroom to develop learners' communicative skill. Teachers have to take permissions from the authority in order to use the equipment. Therefore school authority should provide all of facilities to develop the four activities of learners like audio, video and visual materials. And by this way teachers can use the equipment and students will be more motivated and interested in learning foreign language. Instead of having

one or two sections of 15 to 17 students, it would be better to make three or four sections of one class consisting of a maximum of 8 to 10 students. Teachers should support their students to speak in the target language without any hesitation. In this case, students should practice a lot with proverbs. Teachers have to make students realized that it is natural learning foreign language through making mistakes. Also teachers should appoint students in various types of group and tell them to discuss in the target language.

#### **Literature**

1. [https://en.wikipedia.org/wiki/Communicative\\_language\\_teaching](https://en.wikipedia.org/wiki/Communicative_language_teaching)
2. N.David. (1991). "Communicative Tasks and the Language Curriculum". 25 (2): 279-295
3. L.William. (1981). "Communicative language teaching: An introduction". Cambridge University Press, pp.541-545
4. A.Bizhkenova. (2013). "Foreign language education in Kazakhstan and the modern world". Astana, pp.74-78
5. T.Sharmeen. (2008). "Self-Motivation and its Role in the context of Bangladeshi learners" English language learning. Prime University Journal, 2(1), 98-109.