

DIFFERENCES BETWEEN COMMUNICATIVE LANGUAGE TEACHING (CLT) AND TASK-BASED LANGUAGE TEACHING (TBLT).

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Abstract. *This article discusses the importance and value of both interactive methods in educational settings. It explores the benefits of CLT instruction and examines different approaches and strategies and effective sides for teaching. The author presents arguments supporting the inclusion of methods instruction in curricula and highlights the impact of both methods on skills, and overall academic success. Additionally, the article acknowledges potential challenges and offers suggestions for overcoming them. Overall, it advocates for the significance of meaning-focused language instruction that refers to an approach in language teaching and learning that prioritizes the communication of meaning over the explicit focus on isolated language forms such as grammar and vocabulary and form-focused language instruction that refers to an approach in language teaching and learning that emphasizes the explicit focus on linguistic forms such as grammar, vocabulary, pronunciation, and syntax. and emphasizes its role in fostering language development and enhancing learning outcomes.*

Keywords: *CLT, TBLT, Wrap-up, Variations and Extensions, Mirror real-world communication scenarios, Approach, Language Learning Perspective.*

РАЗЛИЧИЯ МЕЖДУ КОММУНИКАТИВНЫМ ПРЕПОДАВАНИЕМ ЯЗЫКА (CLT) И ПРЕПОДАВАНИЕМ ЯЗЫКА НА ОСНОВЕ ЗАДАЧ (TBLT).

Аннотация. *В этой статье обсуждается важность и ценность обоих интерактивных методов в образовательных учреждениях. В нем исследуются преимущества обучения CLT и рассматриваются различные подходы и стратегии, а также эффективные стороны обучения. Автор представляет аргументы в пользу включения методов преподавания в учебные программы и подчеркивает влияние обоих методов на навыки и общий академический успех. Кроме того, в статье признаются потенциальные проблемы и предлагаются предложения по их преодолению. В целом, он отстаивает важность обучения языку, ориентированного на смысл, который относится к подходу в преподавании и изучении языка, который отдает приоритет передаче значения, а не явному фокусу на изолированных языковых формах, таких как грамматика и словарный запас, и обучению языку, ориентированному на форму, которое относится к к подходу в преподавании и изучении языка, который подчеркивает явный акцент на лингвистических формах, таких как грамматика, словарный запас, произношение и синтаксис. и подчеркивает свою роль в содействии языковому развитию и улучшению результатов обучения.*

Ключевые слова: *CLT, TBLT, подведение итогов, вариации и расширения, зеркальное отражение реальных сценариев общения, подход, перспектива изучения языка.*

Introduction

In the realm of language education, two prominent approaches have significantly shaped teaching and learning practices: Communicative Language Teaching (CLT) and Task-Based Language Teaching (TBLT). This article delves into the principles, methodologies, and implications of these innovative approaches, shedding light on their effectiveness in fostering language proficiency and communication skills.

INTRODUCTION

This article looks briefly at the beginnings of what has come to be known as communicative language teaching (CLT), then discusses current issues and promising avenues of inquiry. The perspective is taken from international paper. CLT is seen to be not a British, European, or U.S. phenomenon, but rather an international effort to respond to the needs of present-day language learners in many different contexts of learning. A task involves language use that reflects use in the real world. Real-world language use in pedagogic tasks might be determined through a needs analysis that, in the case of English for specific purposes, involves analysis of tasks performed in workplaces. Less “authentic” pedagogic tasks, such as information-gap tasks commonly used in research and teaching, may also satisfy this criterion by encouraging types of communicative behavior reflected in communication outside the classroom (Ellis, 2003).

Background Information

Humans have a species-specific and species-uniform possession of language.

It is the most sophisticated and powerful kind of human communication. The use of language accumulates and stores immense knowledge in various sectors of human activity. It is the universal language for communicating thoughts, feelings, ideas, and emotions. The majority of the world's operations, such as conveying human culture, literature, political and diplomatic actions, and human achievements, are carried out through language. According to Chomsky (2002, p.2), "the topic of language is a particular state, of human brains that seeks to unearth the nature and properties of linguistic states, their development and variety, and their basis in innate biological endowment." This embodiment aids in determining the close approximate among persons across a wide range." Language, according to Wardhaugh, is "what the members of a particular society speak."

Teaching methods refer to the strategies, approaches, techniques, and tools that educators use to facilitate learning and convey information to students in a structured and effective manner.

These methods play a pivotal role in shaping the learning experience and influencing students' comprehension, engagement, and retention of knowledge. By employing a diverse range of teaching methods, educators can create dynamic and engaging learning environments that cater to the needs, preferences, and learning styles of their students. Effective teaching methods not only impart knowledge but also inspire curiosity, critical thinking, and a passion for lifelong learning.

This article serves as a testament to the transformative power of CLT and TBLT in language education, highlighting their role in shaping effective teaching practices and empowering learners to succeed in their language learning endeavors. CLT sees language learning through the lens of communication and interaction, while TBLT views language learning from the perspective of completing meaningful tasks. In essence, CLT is about communication as a whole, emphasizing authentic and meaningful language use in various contexts, while TBLT focuses on using tasks

and activities to drive language learning forward. Both approaches have significantly influenced language education, and it's not uncommon for language educators to incorporate elements of both CLT and TBLT to create a well-rounded and effective language learning environment.

Understanding the differences and strengths of each approach can help educators tailor their teaching methods to best suit the needs of their learners. It's like having an arsenal of language teaching strategies at your disposal, each with its own superpowers!

Defining CLT

CLT stands out as a learner-centered approach that emphasizes communication and meaningful interaction in the language learning process. By prioritizing real-world communicative tasks, role-plays, and group activities, CLT aims to develop students' ability to use language fluently and effectively in authentic contexts. Through CLT, language learners not only acquire linguistic competence but also sharpen their communicative skills and cultural awareness.

Communicative competence has shown itself to be a robust and challenging concept for teachers, researchers, and program developers alike. Communicative language teaching (CLT) has become a term for methods and curricula that embrace both the goals *and* the processes of classroom learning, for teaching practice that views competence in terms of social interaction and looks to further language acquisition research to account for its development. A look in retrospect at the issues which have brought us to our present understanding of CL T will help to identify what appear to be promising avenues of inquiry in the years ahead.

From its introduction into discussions of language and language learning in the early 1970s, the term communicative competence has prompted reflection. Fortunately for the survival of communicative competence as a useful concept, perhaps, the term has not lent itself to simple reduction, and with it the risk of becoming yet another slogan. A study of Kleinsasser (1989; see also Kleinsasser & Savignon, in press), based on classroom observations and conversations with foreign language teachers in U.S. secondary schools, identified two distinct technical cultures in operation. One technical culture is uncertain and routine. Teachers are uncertain about their ability to promote learning, but routine or predictable in their day-to-day approach to teaching.

The other culture is certain and nonroutine. Teachers are confident that learners will learn and tend to support variety and innovation in their instructional practice. Among the other characteristics of certain/nonroutine cultures are discussion and collaboration among teachers. In contrast, heavy reliance on the textbook and nonexistent or infrequent opportunities for spontaneous, communicative language interaction are classroom characteristics of those teachers with an uncertain and routine culture.

Discussions with colleagues related to instructional matters are infrequent or non-existent. CLT emphasizes communication in general, focusing on real-life interaction and communication, while TBLT zeroes in on tasks as the central unit of language learning.

ABOUT TBLT

TBLT focuses on the use of tasks as the central unit of learning, with a focus on real-life language use and problem-solving. Learners engage in tasks that mirror authentic language use, promoting a communicative approach to language learning. TBLT fosters language acquisition through hands-on activities, project-based learning, and interactive tasks that encourage learners

to apply language structures in meaningful ways. Putting tasks at the forefront of language learning. The focus is on having learners engage in activities that model real-life language use.

These tasks are designed to be purposeful and meaningful, encouraging learners to use the language in context. By completing these tasks, learners naturally develop their language skills as a result of trying to achieve the task's goals. The emphasis is on the completion of tasks, with language learning occurring as a byproduct of the task engagement. Task-based language teaching (TBLT) is a broadly defined approach to language teaching research and practice that uses task as a unit of analysis for research and practice in communicative language teaching (CLT). It has been situated within experiential “learning by doing” educational philosophy espoused by Dewey and others (Samuda & Bygate, 2008; Long, 2015). As such, TBLT can be seen as an extension of a so-called “strong” version of CLT, where communication is represented as the major driving force in language learning (Howatt, 1984). In contrast to such a holistic and experiential approach, a weak version of CLT is often supported by some kind of functional or formal syllabus, where communicative (production) tasks follow the presentation and practice of forms (Ellis, 2003). Ellis makes a similar distinction between task-based and task-supported language teaching (TSLT), in that TBLT uses “task” as the only unit of analysis for syllabus design, while TSLT uses “task” plus another unit, such as linguistic forms, functions, skills, lexis, or concepts. TBLT represents a development from CLT in its principled and systematic incorporation of a focus on formal properties of the language, on one hand, and a return to CLT’s conceptual foundations in its ability to bring together content, methodology and experience, on the other (Samuda & Bygate, 2008, p. 57).

Recommendations

While both CLT and TBLT prioritize communication and language use, they differ in their methodology and focus. CLT places a strong emphasis on communicative competence and interaction, while TBLT centers on task completion and language learning as a byproduct of task engagement. Despite these differences, both approaches share a common goal of developing students' communicative skills and promoting language use in real-world contexts.

Communicative Language Teaching (CLT) and Task-Based Language Teaching (TBLT) represent innovative and effective approaches to language education. By embracing the principles of communicative competence, authentic language use, and task-based learning, educators can inspire students to engage meaningfully with the language, develop essential communication skills, and embark on a journey towards linguistic proficiency and cultural understanding, the focus is on providing an overview of CLT and TBLT, highlighting their key principles, methodologies, and implications for language education. It aims to serve as a comprehensive guide for educators, students, and language enthusiasts interested in exploring these dynamic approaches to language teaching and learning.

Integrating CLT and TBLT principles into language teaching practices can enhance student engagement, foster active learning, and promote fluency in language use. By incorporating communicative activities, task-based projects, and authentic language tasks into the curriculum, educators can create dynamic learning environments that empower students to become confident and proficient communicators in the target language.

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