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THE ROLE OF COMUNICATIVE LANGUAGE TEACHING(CLT) AND SITUATIONAL LANGUAGE TEACHING (SLT) IN LANGUAGE TEACHING AND LEARNING

Summary

In this article the role of communicative and situational language teaching approaches is discussed. It is also discussed that different learning purposes compared with the traditional language teaching and learning, for example, Computer-aided language teaching and learning is both a big challenge and also a benefit to educators, as well as to communicative language teaching and situational language teaching.

Key words: Communicative Language Teaching, Situational Language Teaching, approach, linguistic competence, communicative proficiency, specific interaction, language-speaking environment and situations

Dilin tədrisində və öyrənilməsində kommunikativ və situativ dilin öyrədilməsinin rolu
Xülasə

Bu məqalədə kommunikativ və situasiyalı dil yanaşmalarının rolu araşdırılır. Bundan başqa dilin tədrisi və öyrənilməsi prosesinə kompüter texnologiyalarının cəlb olunmasının həm çətinlikləri, həm də üstünlükləri və bu cür müasir tədris metodlarının dil situasiyalarının yaranmasında rolu təhlil olunur.

Açar sözlər: *dilin kommunikativ tədrisi, situativ dil tədrisi, yanaşma, linqvistik bacarıq, ünsiyyət bacarığı, spesifik qarşılıqlı əlaqə, dil mühiti va situasiya*

Different learning purposes decide different learning methods and no one specific method are suitable for a specific learner (1).

When talking about communicative language teaching or situational language teaching, researchers and scholars sometimes (or usually) fail to decide and determine the purpose of a learner as why he or she learns a foreign language, and even neglect a language-learner's cultural-national background. Definitely, different learning purpose decides different learning methods and no one specific method are suitable for a specific learner. Moreover, people with various cultural-national background may call for different learning methods. Generally speaking, the purposes of people's learning a foreign language could be classified into two types: first, learning a foreign language is for daily use, which could be termed as a communicative-oriented purpose; second, learning a foreign language is for academic use (For example, for future study and research in the field of literature, linguistics, translation and interpretation, etc.), which could be termed as an academic-oriented purpose. Obviously, for people with a communicative-oriented purpose, most probably it is more efficient to adopt the communicative language teaching strategy, and they (including learners and teachers) may not pay much attention to the strict grammar rules as well as sentence structures. That is, no matter what grammar errors or pronunciation errors or sentence errors the speaker makes, only on condition that he makes himself understood, all that is ok (2). We can easily find enough evidence in children who learn a foreign language. When boys and girls learning a foreign language are put under the foreign language-speaking situations where people are all native speakers, they come to learn to speak and talk and could use the language much quickly with no much notice of the grammar rules and sentence structures. For people with an academic-oriented purpose, perhaps it is much more necessary to adopt both the communicative language teaching and situational language teaching strategy. Because, communicative language teaching emphasizes language learners' communicative competence, while situational language teaching stresses language learners' academic ability of using the language accurately, precisely, properly, gentlemanly and scholarly. In this sense, communicative language teaching and situational language teaching is definitely not contradictory to each other, actually they are applied in language teaching and learning side by side, sometimes consciously, sometimes unconsciously to learners and teachers. In another word, communicative language teaching and situational language teaching must co-exist to develop in the future so as to facilitate language learners (3).

Technologies and new inventions as well as new instruments are pushing human societies forward dramatically and quickly, and it is also the case in the field of language study and learning. In recent years, with the fast development of the Internet technologies, language teaching and learning is undergoing a brand-new reform, which differs dramatically from the traditional language teaching and learning styles:

textbooks, additional teaching materials and study strategies are so delicately designed and put into the web, by the means of computers, teachers (educators) can freely arrange, manipulate, direct and assess learning results of the learners, they even do not need go to classes so often than before. That is why nowadays in many universities and also in many colleges and academic lyceums in our country Uzbekistan much of foreign language teaching is undertaken by the means of computer-aided contents, especially for the listening and speaking lessons. Computer-aided language teaching and learning has made it unnecessary for teachers to go to the class personally. To some extent, whether communicative language teaching or situational language teaching, they could be practiced and evaluated by the means of computers. Language learners could easily and freely communicate with a computer to learn a foreign language, anytime and anywhere. Compared with the traditional language teaching and learning, Computer-aided language teaching and learning is both a big challenge and also a benefit to educators, as well as to communicative language teaching and situational language teaching. On the one hand, computer-aided language teaching and learning greatly alleviate educators' labor, greatly save educators' energy. Much of the learners' work and exercises, as well as educators' check-up could be finished through computers, face-to-face communications between educators and learners is much reduced. In this sense, computer-aided language teaching greatly freed educators. On the other hand, we face the problem of whether computer-aided language teaching could replace educators in part or in whole. Meanwhile, under computer-aided language teaching circumstances, could communicative language teaching and situational language teaching achieve a better result? Are the two methods more welcome to educators or learners than before? All these call for further study, and the answers may be vary for different study target (for example, children, adults, middle school students and college students, as well as learners' background should also be taken into consideration. To sum up, research about communicative language teaching and situational language teaching under computer-aided teaching and learning circumstance may be of much significance to language researchers, as well as language linguists. It could be estimated that in the near future more textbooks and syllabus will be designed and carried out in accordance with the computer-aided teaching and learning styles.

In conclusion we can say that language teaching and language learning is an endless process, just the same as the development of Communicative Language Teaching. Moreover, communicative language teaching brings rethinking to language learning and teaching, which has influenced other later linguistic approaches and teaching methodologies. On the other hand, it is impossible to find a perfect approach or methodology which can provide for all learners and be applicable in all situations. Only combined with the characteristics like teaching environment, educational background and cultural background of teachers and learners, as well as test systems will communicative language teaching play a more significant role in language teaching. whether communicative language teaching or situational language teaching, they are all approaches for language learning, and maybe it is more effective to combine both to achieve a more ideal language-learning result, and only taking all new factors such as computer-aided teaching and learning into consideration, could communicative language teaching keep vitality and extend influence continuously.

Referens

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