

APPROACHES TO ENGLISH LANGUAGE TEACHING: CLT, TBLT AND CLIL

The world of language learning has undergone a significant transformation in recent years. With the advent of technology and the increasing globalisation of economies, there has been a growing need for individuals to learn languages beyond their native tongue. This has led to the development of new approaches to language learning that focus on communication and interaction rather than rote memorisation and grammar rules. One of the most significant changes in language learning has been the shift towards communicative language teaching (CLT). This approach emphasises the use of language in real-life situations and encourages learners to develop their ability to communicate effectively in a variety of contexts. Another approach that has gained popularity in recent years is task-based language teaching (TBLT). This method involves learners completing specific tasks or projects that require them to use the language they are learning in a practical way. The integration of content and language is another trend that has emerged in language education. Content and Language Integrated Learning (CLIL) is an approach that seeks to bridge the gap between language and subject matter by teaching content through the target language. These changes have had a profound impact on language education, and have helped to make it more relevant and engaging for learners. As technology continues to advance, it is likely that we will see even more changes in the way languages are taught and learned, which will undoubtedly further revolutionise this field.

Communicative Language Teaching (CLT) is a revolutionary approach to language pedagogy that emphasises the importance of communication and

interaction between learners. This approach prioritises the use of language in real-life situations, rather than just learning grammar rules and vocabulary lists. CLT is based on the belief that language learners should be able to use language effectively to communicate with others in a variety of contexts. This approach also recognises the importance of cultural context in language learning and encourages learners to engage with the culture of the target language. The goal of CLT is to help learners develop communicative competence, which means the ability to use language appropriately and effectively in different situations [1].

In CLT classrooms, teachers act as facilitators, creating opportunities for learners to interact with each other and use the target language in meaningful ways. This often involves using authentic materials such as newspapers, videos, and podcasts, rather than contrived textbook exercises. Learners are encouraged to work collaboratively and take an active role in their own learning.

One of the strengths of CLT is that it allows learners to develop their own voice and style in the target language. This is because learners are encouraged to express themselves freely and creatively, rather than simply repeating set phrases or grammar structures. Another strength of CLT is that it prepares learners for real-life communication situations, which can be invaluable for those who plan to use the target language in their professional or personal lives.

Overall, CLT has had a significant impact on language teaching and learning worldwide. It has helped shift the focus from rote memorisation of grammar rules and vocabulary lists towards a more communicative and interactive approach that better reflects how language is used in real life [1].

Task-Based Language Teaching (TBLT) is a teaching approach that focuses on learning through doing. The aim of TBLT is to encourage students to develop their language skills by completing tasks that are relevant and meaningful to them. These tasks could be anything from ordering food in a restaurant to negotiating a business deal. The key is that they require the student to use the language they are learning in a real-life context.

One of the benefits of TBLT is that it helps students to develop their communication skills. By completing tasks, students learn how to express themselves more effectively and how to understand others better. They also learn how to work collaboratively with others, which is an important skill in many workplaces. Another benefit of TBLT is that it can be adapted to suit different levels of language proficiency.

However, implementing TBLT can be challenging for teachers. It requires a lot of preparation and planning, as well as the ability to provide feedback on both language and task performance. Teachers also need to be able to adapt tasks based on the needs and abilities of individual students. In addition, there may be resistance from students who are used to more traditional teaching methods [2].

Despite these challenges, many teachers believe that TBLT is an effective way of teaching language. It encourages students to use the language in a meaningful way and helps them develop communication skills that will be useful in real-life situations. As such, it is likely to continue to be an important part of language teaching for many years to come.

Communicative Language Teaching and Task-Based Language Teaching are two popular approaches to language learning. While CLT focuses on communication, TBLT emphasises the use of tasks to promote language learning. The choice between the two approaches depends on the learner's needs, goals, and preferences. CLT is ideal for learners who want to develop their speaking and listening skills in a communicative context. It involves using authentic materials and situations that simulate real-life interactions. Students work in pairs or small groups to complete tasks that require them to negotiate meaning, express opinions, and share information. This approach encourages learners to use the language creatively and spontaneously. On the other hand, TBLT is suitable for learners who prefer a more structured approach to learning. It involves breaking down language into smaller parts and practising them through tasks that are relevant to learners' interests and needs. The focus is on developing accuracy as well as

fluency. TBLT helps learners to develop their critical thinking skills as they analyse and solve problems using language.

Content and Language Integrated Learning (CLIL) is a pedagogical approach that has gained popularity in recent years as a means of bridging the gap between content and language. The aim of CLIL is to teach subject content through the medium of a second or foreign language, thus enabling learners to develop both their linguistic and subject knowledge simultaneously. This approach is particularly beneficial for learners who are studying a foreign language, as it provides them with an opportunity to use the language in a meaningful context and develop their language skills while learning about a specific subject. In CLIL classrooms, teachers use authentic materials such as textbooks, articles, and videos to deliver subject content. They also use various activities such as group work, discussions, and projects to promote active participation and encourage learners to use the target language. One of the advantages of CLIL is that it helps learners to develop their critical thinking skills by challenging them to process complex information in a foreign language. Additionally, CLIL fosters intercultural competence by exposing learners to different perspectives and ways of thinking. However, implementing CLIL in classrooms can be challenging as it requires collaboration between language and subject teachers, adequate resources, and appropriate training for teachers. Despite these challenges, CLIL has proven to be an effective approach to language learning that can provide learners with valuable skills and knowledge that they can apply in various contexts [3].

Incorporating CLT, TBLT and CLIL in language classrooms presents both challenges and opportunities for language teachers. One of the main challenges is selecting the appropriate approach for a particular group of learners. Therefore, teachers must carefully consider the needs and abilities of their students when deciding which approach to use. Another challenge is ensuring that all language skills are adequately covered. Incorporating all three approaches can also be time-

consuming, as each requires different materials, planning and teaching strategies. However, the benefits of incorporating all three approaches are numerous. By combining the strengths of each approach, teachers can create a more comprehensive language learning experience for their students. This can lead to increased motivation and engagement among learners, as well as improved language proficiency. Furthermore, incorporating CLT, TBLT and CLIL can promote critical thinking skills, cultural awareness and creativity in language classrooms.

Литература

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