THE EFFECT OF THE CLT OR POST METHOD ON THE STUDENTS' LANGUAGE LEARNING MOTIVATION IN PRODUCTIVE SKILLS

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Annotatsiya. Til o'rganish jarayonining asosiy omili talabalarning motivatsiyasi va CLT yondashuvining ahamiyati bo'lib, bu talabalarning til o'rganishga bo'lgan intilishini sezilarli darajada rag'batlantirishi mumkin. Keyingi maqola CLT va POST usullarining o'quvchilar motivatsiyasi va tilni egallashga ta'sirini tekshiradigan tadqiqotlarga bag'ishlangan. Kommunikativ tillarni o'qitish (CLT) - bu boshqalar bilan muloqot qilish uchun tilni o'rganishga, o'quvchilar tildan hayotda qanday foydalanishga qaratilgan o'quv uslubi. CLT-ning maqsadi bilimlarni egallash va namoyish etish emas, balki muloqot qobiliyatlarini yaxshilash va osonlashtirishdir. Tadqiqot Google so'rovnomasida ishlab chiqilgan va ishtirokchilar bilan baham ko'rilgan so'rovnoma yordamida o'tkazildi. So'rov natijalari shuni ko'rsatadi, o'quv jarayonida amalga oshirilgan yondashuvlar talabalarning chet tilini o'rganish motivatsiyasi va xohishining asosiy natijasi bo'lgan. Shu sababli, to'g'ri yondashuvni tanlash tilni o'rganishda asosiy omil bo'lishi mumkin.

Kalit so'zlar: tilni egallash, motivatsiya, CLT usuli, gapirish, yozish ko’nikmalari.

Annotation. Ключевым фактором процесса изучения языка является мотивация студентов и важность подхода CLT, который может значительно стимулировать желание студентов изучать язык. Следующая статья посвящена исследованию, которое проверяет влияние методов CLT и POST на мотивацию студентов и усвоение языка. Коммуникативное обучение языку (CLT) - это метод обучения, который фокусируется на
The key factor of the language learning process is a student motivation and the importance of the CLT approach that might significantly foster students' desire to acquire language. The following article is focusing on the research that is checking the effect of the CLT and POST methods on student motivation and language acquisition. Communicative Language Teaching (CLT) is a method of teaching that focuses on learning a language to communicate with others, how learners use a language in a real-life context. The goal of CLT is not to acquire and exhibit knowledge, but to enhance and facilitate the ability to communicate. The research was analysis was conducted with a help of survey that was designed in the google survey and distributed to the participants. The survey results presented that the approaches that were implemented during the teaching process was the basic consequence of student motivation and desire to learn a foreign language. Therefore, the right choice of the approach might be the key factor of the language acquisition.

Keywords: language acquisition, motivation, the CLT approach, speaking, writing.
I. INTRODUCTION

Communicative Language Teaching (CLT) is a method of teaching that focuses on learning a language for the purpose of communicating with others, how learners use a language in real-life context. According to Seraj and Mamun (2011) the goal of CLT is not to acquire and exhibit knowledge, but to enhance and facilitate the ability to communicate. The effectiveness of CLT in language acquisition process has been the significant topic in EFL/ESL context.

The process of language acquisition is progressive and cannot be accelerated, since it requires slow development of certain skills. Those skills are divided into receptive (listening and reading) and productive (speaking and writing). The current reports and research have revealed that productive skills are considered to be more challenging to acquire among target language learners. In teaching process, to overcome difficulties ESL/EFL teachers should not solely depend on the quality of classroom activities, exercises or equipment, but also how motivated students are to learn a new language, how this motivation can determine their success of competency achievement. According to SLA (Second Language Acquisition) theories, highly motivated students can have a plan to study, feel responsibility, take risks, become more autonomous language learners and do not feel complacent or anxiety. This research was aimed to analyze the efficacy of CLT approach on fostering students’ motivation in improving their speaking and writing skills.

II. LITERATURE REVIEW

Brown (2014) defined motivation as “a star player in the cast of characters assigned to L2 learning scenarios around the world”, meaning that motivation in the language acquisition process is “a key, which garnered a huge amount of attention in the field of SLA” (Dorneyi, 2011). There is a significant correlation between learners’ motivation and their successful academic performance and achievement (Kitjaroonchai, 2012). Researchers acknowledge that English learning motivation affects students’ performance of productive skills, especially
Speaking. Degang (2010) found out that students’ who are highly motivated in learning English are highly motivated to speak. According to Brown (2007) students’ self-confidence and their intrinsic motivation are the crucial factors to encourage a learner to speak outside the classroom.

Kitjaroonchai & Kitjaroonchai (2012) found out that there is a significant positive relation between students’ learning motivation and their academic achievement. Motivation as a ‘smart processor’ to facilitate learners’ need, increases students’ learning outcomes and obtain the purpose of the school’s curriculum. It also helps learners to determine what they have stored at their mind, what they can do, and then what skill they need to learn in the target language.

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From behaviorists view, the main element of motivation is positive reinforcement, whereas from cognitive view, it comprises of some needs which are “compelling force behind our decisions” (Ausubel, 1968). Those needs are classified as followings:

- Exploration: “opening vista”
- Manipulation: to persuade to change
• Activity: physical and mental
• Stimulation
• Knowledge: “to explore, learn, and solve problems”
• Ego enhancement: “to be approved and accepted by others” (Brown, 2014)

Pitsy and Spada (2013) suggested 25 motivational practices identified by Motivation Orientation of Language Teaching (MOLT), which are divided into 4 categories:

• Teacher discourse: promoting autonomy, stating communicative purpose
• Participation structure: group work, pair work
• Activity design: individual and team competitions, intellectual challenge, tangible task product
• Encouraging positive retrospective self-evaluation and activity design: elicitation of self/peer correction sessions.

They also pointed out that in each classroom, students’ motivation should be measured in terms of their level of engagement during the lessons. Productive skills play a crucial role in language acquisition, as they give students the opportunity to practice real-life situations through activities in the classroom. Developing good command of speaking, generates a sense of progress, boosting learners’ confidence.

CLT approach overlaps with the theories of motivation, serving to improve learners’ language skills through engaging and authentic in-class and out-of-class activities. To complete the tasks students regularly work in pairs or groups to “adjust their use of target language to different social contexts” and have more student-student interaction (Celce-Murcia, 2014). Celce-Murcia (2014) postulated that the scope of CLT is to enable second language learners to collaborate in processes of problem-solving, “data mining and induction, negotiation, cooperative report production, presentation”, and encouraging teachers actively incorporating up-to-date online tools and applications. Nowadays internet resources provide learners with authentic and versatile oral and written input:
websites, video and audio materials, as well as other innovative possibilities to access and produce language. Using technology in language learning process promotes learner autonomy (Ishihara & Cohen, 2014), maximizing personalization which subsequently leads to foster motivation.

III. METHODS

Participants

The research was conducted at YEOJU Technical University in Tashkent. The participants were 40 students of the first year of English Education faculty. They have a B1 level of English, their age ranged from 18 to 25.

Instruments

The data collection was conducted analyzing the empirical process of teaching CLT in speaking and writing classes and the results of students’ midterm tests and surveys.

Data collection process

Students were taught productive skills in separate sessions three times a week. The syllabus comprises the activities, tasks, authentic materials, and continuous assessment assignments based on the CLT method. In writing classes learners negotiated topics, integrating speaking and reading, working in pairs, and groups to complete the given tasks. Authentic materials derived from the Internet (The Guardian, National Geographic, Impact theories, Ted-Ed, etc.) were used as a pre-task activity or individual research work. Students were involved in blog writing using the online tool WordPress, Encyclopedia entry (Wikipedia) task which assigned students to work in mini-groups and create their encyclopedia page, brainstorming activities, and essay analysis which was a group discussion work. Moving to the speaking classes students were involved in group projects and were assigned tasks as phenomenon-based learning, oral summary completion which should have been done as group work and presented orally in front of the audience. The midterm was focused on their speaking fluency and grammatical accuracy and was in the form of a vlog that was presented on YouTube in the form of individual
interest and comment to the peers’ work. Students completed the midterm test, which was aimed to reveal how they had improved their writing and speaking competencies. In the writing test, they were given 3 topics and asked to do brainstorming on one of them and write an opinion paragraph.

As a final stage of the research, the participants were given a questionnaire on Google Form to measure their engagement and motivation intensity in learning productive skills. The questionnaire consisted of 19 questions which consisted of 2 parts evaluating the course and the teachers.

IV. RESULTS

According to the provided results, 40 participants were asked to respond to the feedback form, and 31 students filled it. It is possible to see that both writing and speaking courses were very successful and satisfying for students. Materials were just right for the third of the students and somehow easy for the third of them. Half of the students felt just right towards the given task and 33% somehow easy. 84% of participants were interested in the given topic and 72% of the students could cope with tasks without much burden. 89% were interested in the task and activities which were implemented in the class. 78% were feeling that they make progress in the class and 61% responded that they could cover all materials that were provided during the class.

Providing results of the teacher-centered feedback form it is possible to notice that most students were enjoying the class and instructors and did not have any difficulties in understanding them. 67% of respondents found teachers’ instructions easy to follow while 33% found it just right. All participants were positive towards the teachers’ feedback, qualifications, and readiness for the class. All respondents could contact the teachers during office hours and were happy to have such a rapport with them.

Overall, regarding the course, it is presented that 77% found the course as very good, 16% perfect, and the rest of the respondents were neutral towards the statement.
V. DISCUSSION

Taking into consideration all the provided results it is easy to state that integration of the CLT approach to the EFL class increases students’ motivation by fostering their wish to study and motivating them to implement all learned materials in the real world.

Most students felt the progress in productive skills and were ready to study and learn by improving their teamwork skills and autonomous learning. As motivation is considered the key factor of students learning process it was the engine that helped instructors to lead the course and make it even more successful. Therefore, qualified implementation of the CLT approach is one of the best methods to make the class more motivated and interested in the lesson.

References:


