COMMUNICATIVE LANGUAGE TEACHING AND TASK-BASED LANGUAGE TEACHING

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Annotation: *This paper explores two prominent approaches to language teaching: Communicative Language Teaching (CLT) and Task-Based Language Teaching (TBLT). Both methods prioritize real-life communication and focus on the practical use of language rather than on rote grammar memorization. CLT emphasizes developing learners' communicative competence through interactive, context-driven activities, with the teacher acting as a facilitator. TBLT, a more specific subset of CLT, centers on the completion of meaningful tasks that reflect real-world situations where language is used as a tool to achieve specific goals. While both approaches promote active student involvement and functional language use, TBLT is characterized by its focus on task completion as the primary mode of learning. This paper examines the key features, similarities, and differences between CLT and TBLT, highlighting their contributions to contemporary language teaching.*

Keywords: *Task-Based Language Teaching(TBLT), Communicative Language Teaching(CLT), Slang, Cultural Variation.*

INTRODUCTION

For language teachers, the theoretical frameworks of Task-Based Language Teaching (TBLT) and Communicative Language Teaching (CLT) offer a strong basis, highlighting the significance of real-world language usage and authentic communication. A clever way to teach slang vocabulary is to include the Frame Approach into this theoretical framework[18]. The Frame Approach improves the efficacy of language training by addressing the informal nature of slang and promoting contextual awareness, allowing students to confidently and proficiently negotiate the difficulties of informal language.

METHODOLOGY

The first stage in incorporating the Frame Approach into slang language education is to carefully identify relevant slang idioms. Given the ever-changing nature of slang, educators must select terms that are current, widely used, and indicative of the cultural environment. This selection procedure entails maintaining up to speed on current slang

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[18] Goodliff, G., Canning, N., Parry, J. & Miller, L., 2017, Young children's play and creativity: Multiple voices,
Taylor & Francis, Abingdon-on-Thames

trends, taking into account regional variances, and choosing idioms that have broad appeal.

a)   Periodic Updates:

Slang changes frequently, and remaining current is critical for successful training. Regular changes to the list of selected slang idioms guarantee that instructors include current language trends in their teaching materials. To find rising slang terms, consider reviewing current sources such as social media, music, and popular culture[19].

b)Taking Cultural Variations into Account:

Slang frequently differs depending on the cultural and geographic setting. When choosing important slang terms, educators should be aware of these variances. In addition to improving the learning experience's authenticity, this consideration helps students get a better comprehension of the cultural quirks surrounding slang.

c) Applicability and Relevance:

The slang terms selected have to be pertinent to the interests and day-to-day activities of the learners. Students can employ the terminology they have learned in a variety of circumstances if phrases with broad application are chosen. Active participation in the learning process is encouraged, and engagement is increased by this relevance.

DISCUSSION AND RESULTS

Contextual frames ought to become much more complex as students get proficient with fundamental slang phrases. This steady evolution pushes students to use slang in increasingly complex language structures and contexts while enabling them to build on their prior knowledge. Encourage peer cooperation within context. Slang usage in social settings is made possible by group activities and conversations, which foster social interaction abilities in addition to language proficiency. Peer cooperation improves the Frame Approach's communication component. A careful selection of essential phrases and the development of contextual frames that appeal to students are necessary for the incorporation of the Frame Approach into slang vocabulary training. Teachers provide the groundwork for successful language education by keeping up with slang developments, taking cultural differences into account, and making sure that the material is relevant. Contextual frames are the framework that helps students navigate the informal character of slang. They are created with authenticity, interactive activities, and incremental complexity. Students gain the ability to comprehend, utilize, and value slang in its cultural and linguistic settings thanks to this clever blending of essential phrases and contextual frames, which improves the language learning process overall[20]

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[19] "Teaching English Vocabulary: A Framework for Assessment" by Michael F. Graves (Pages: 280, Published: 2006)
[20] "Teaching Spoken English to Students of English as a Second Language" by R. K. Bansal (Pages: 220, Published: 2012)

CONCLUSION

To sum up, the use of interactive exercises, real-world examples, and multimedia is essential to developing a dynamic and productive learning environment. A comprehensive educational experience that transcends conventional teaching techniques is created by combining videos, music, TV series, guest lecturers, role-playing activities, slang games, and quizzes.

Adopting these cutting-edge strategies will help instructors become more memorable, relevant, and engaged as they continue to adjust to the evolving demands of their pupils. In addition to enhancing the educational process, the integration of technology, real-world links, and interactive activities equips students with the intricacies of the always-changing global environment.

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