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## **WHY THE COMMUNICATIVE TEACHING APPROACH (CLT) IS SUPERIOR FOR ADULTS COMPARED TO OTHER METHODS**

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In the realm of adult education, there is a growing emphasis on engaging and practical teaching methods that can effectively meet the diverse needs of mature learners. One such approach is the communicative teaching method, which has proven to be highly beneficial in fostering an interactive and dynamic learning environment. By focusing on real-life communication and authentic language use, this method prioritizes meaningful interactions and encourages active participation among adult students. In this article, we will explore the core principles of the communicative teaching method, its advantages for adult learners, and practical

strategies for its successful implementation in educational settings. Whether you are an educator seeking innovative techniques or an adult learner looking for an engaging educational experience, understanding this approach can enhance your journey toward achieving your learning goals.

According to studies such as those by Saville-Troike (2006, pp. 102-105) and Celce-Murcia (2001, pp. 75-82), CLT promotes authentic language use by emphasizing meaningful communication over rote memorization. This means learners engage in tasks that mimic real-world situations, such as role-plays, discussions, and problem-solving activities. By practicing language in context, adults can develop practical skills that they can immediately apply in their personal and professional lives. Saville-Troike (2006) highlights that this approach not only enhances linguistic proficiency but also fosters socio-cultural competence, enabling learners to navigate diverse social interactions with ease. Similarly, Celce-Murcia (2001) underscores the importance of communicative competence in CLT, emphasizing the need for learners to develop both linguistic accuracy and fluency through meaningful interaction. Data collection consisted of observing three English classes at Utah State University (USU), instructor interviews, and student questionnaires (see appendix B). During the observation, the focus was the content, i.e. the presence of multiculturalism and multi-ethnicity, of the course, not the pedagogical methodologies the instructor employed. The research questions for this project were:

1. Can students identify non-white authors, such as the Caribbean Nobel Prize for Literature author Derek Walcott, or the African author Chinua Achebe?
2. Have students read different varieties of English, such as Singaporean English, South Asian English, or South African English? and
3. To what extent is multicultural and/or multiethnic literature part of the English curriculum?

The English classes that were observed had been suggested by the English department head at USU. The selected courses allowed for an overall view of the different class levels and topics within the English department at USU. The following classes were observed: English 4340 Studies in Prose, English 2600 Literary Analysis, and English 1010 Introduction to Writing Academic Prose.

The data gathered at USU has been compared to select other Universities in the United States and is presented in the comparison section. The comparison was made between Universities English department programs. The comparison was made to assess whether students were receiving multicultural and/or multiethnic literature in

their English classes. This comparison allowed the researcher to assess which Universities provide students with a foundation of multicultural and/or multiethnic awareness through literature.

Moreover, CLT fosters learner autonomy and motivation by empowering adults to take an active role in their learning process. As noted in the research by Nunan (2003) and Richards & Rodgers (2001), adult learners thrive when they feel ownership of their learning journey. CLT encourages learners to set their own language learning goals, select relevant topics for discussion, and participate in authentic communicative tasks that align with their interests and needs. Nunan (2003) emphasizes the importance of learner-centered instruction in CLT, highlighting its effectiveness in catering to the diverse learning styles and preferences of adult learners. Similarly, Richards & Rodgers (2001) argue that learner autonomy leads to greater engagement and retention, as adults take responsibility for their language acquisition process.

Furthermore, CLT promotes cultural awareness and sensitivity by incorporating authentic materials and diverse perspectives into language instruction. By exposing adult learners to a range of cultural contexts and communication styles, CLT helps them develop intercultural competence, which is crucial in today's globalized world. Byram (1997) discusses the significance of integrating cultural content into language teaching, stressing that it enables learners to understand and appreciate cultural differences. Additionally, Savignon (2007) suggests that exposure to authentic cultural materials fosters empathy and tolerance, equipping learners with the skills to navigate cross-cultural interactions effectively.

In conclusion, the Communicative Language Teaching approach stands out as superior for adults due to its emphasis on real-life communication, learner autonomy, motivation, and cultural awareness. By engaging in meaningful interactions and authentic tasks, adult learners can develop practical language skills that are relevant to their personal and professional lives, while also gaining valuable insights into diverse cultures and perspectives.

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## **QUEST TECHNOLOGY AS A MODERN PEDAGOGICAL TECHNOLOGY USED AT THE ENGLISH LESSONS**

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**Abstract.** The article deals with the application of quest-technology in English language lessons in order to develop learning and cognitive competence. The relevance of the study is conditioned by the need to activate independent cognitive work of students. Special attention is paid to the application of different types of quests in the educational process. The conclusion is made about the positive influence of quest technology on the development of educational and cognitive competence of schoolchildren, the formation of teamwork skills, and creative approach to solving learning problems.

**Key words:** quest-technology, competence, educational and cognitive competence, modern technology, teaching methods, educational process.