



**TAILORING LANGUAGE TEACHING METHODS TO STUDENTS'
TEMPERAMENTS: IS COMMUNICATIVE LANGUAGE TEACHING (CLT)
UNIVERSALLY SUITABLE**

Khalilova Kamola

Lecturer of "History and Philology Department"

At The Asia International University

Abstract: The challenges of choosing efficient teaching strategies that meet the various demands of students has long plagued the area of language education. Student temperament, which has a big impact on learning preferences and classroom interaction, is one element that is becoming more and more important in this decision-making process.

This article examines the connection between language teaching strategies and students' temperaments, with a particular emphasis on the Communicative Language Teaching (CLT) technique. CLT's emphasis on active engagement and group interaction may not suit all learners' tastes, despite the fact that it has received widespread recognition for fostering fluency and practical communication skills. This article makes the case that although CLT has many advantages, not all students will profit from it. Instead, in order to achieve more inclusive and successful results, language training should be modified to consider individual temperament variance.

Introduction

Language teaching approaches have changed in the last several decades to place more of an emphasis on communication-based competency and student-centered learning. The potential of the Communicative Language Teaching (CLT) approach to promote real-world language use through interaction has made it stand out among the others. But assuming that CLT works for every student equally could leave out a crucial factor: temperament. The term temperament describes the natural characteristics that affect how people react to their environment, such as inclinations for social involvement, risk-taking, and cognitive activity. Since learning a language frequently requires performance, teamwork, and vocal expression, it is important to examine how well teaching strategies fit the temperaments of the students.

Understanding Students' Temperaments

Emotional reactivity, adaptability, and introversion versus extroversion are some of the dimensions that make up temperament. For example, extroverted students may flourish in dynamic and participatory settings, whereas introverted students may prefer solitary reflection and feel nervous in-group conversations. In language instruction, where communicative activities sometimes force pupils to move outside of their comfort zones, it is critical to recognize these variances.

The Core Features of Communicative Language Teaching (CLT)

CLT places a strong emphasis on learner autonomy, authentic communication, and language use in everyday situations. Role-plays, group discussions, pair work, and task-based learning are important exercises. These techniques work well for promoting cultural competency, listening

comprehension, and fluency. They do, however, demand that pupils be socially secure, actively involved, and open to making grammatical errors in public—qualities that may not be equally present in all students.

CLT and Temperament: A Mismatch for Some Learners

Although extroverted students frequently perform well in CLT classes, the approach may be frightening to introverted or nervous pupils. These kids may have trouble with impromptu speaking assignments or become overwhelmed in situations that need a lot of interaction. As a result, individuals can engage less, practice less, and eventually make less progress in learning the language. This discrepancy might cause annoyance and a drop in motivation, underscoring the need for a more sophisticated strategy.

Differentiated Instruction: An Inclusive Alternative

Instead of giving up on CLT, teachers can adapt it to accommodate different temperaments. To lessen social pressure, teachers could, for example, give introverts more structured speaking assignments, provide written reflections prior to oral presentations, or create smaller group settings. Furthermore, incorporating components from different approaches—like the Silent Way or Grammar-Translation Method—can provide diversity and balance, guaranteeing that every student is involved in accordance with their areas of strength.

Case Examples and Practical Strategies

The notion that mixed-method approaches provide superior results is supported by research and observations made in classrooms. In a research comparing extroverted and introverted students in CLT classes, the former demonstrated superior writing abilities, while the latter performed better orally. Teachers may foster a climate that respects various temperaments by offering a variety of activities, such as writing diaries, interactive games, grammar exercises, and silent reflection

Conclusion

Although it is still a strong and well-liked approach in contemporary language instruction, communicative language teaching is not a universally applicable answer. Effective and inclusive teaching requires an understanding of and ability to accommodate students' temperaments. Teachers can improve engagement, lower anxiety, and promote language development for all students by knowing their preferences and varying their teaching methods. Language instruction's future rests in the careful blending of approaches that respect the diversity of the students themselves, not in the exclusive use of any one approach.

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