

EFFECTIVE METHODS OF TEACHING ENGLISH BASED ON THE COMMUNICATIVE APPROACH

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Annotation. This article explores the practical application of the Communicative Language Teaching (CLT) approach in English as a foreign language (EFL) classrooms. It analyzes the role of real-life communication tasks, role-plays, and pair work in developing students' speaking competence. The results indicate that communicative methods significantly improve learners' fluency, motivation, and overall language performance compared to traditional grammar-translation methods. The article also provides practical recommendations for EFL teachers.

Annotatsiya. Ushbu maqolada ingliz tilini chet tili sifatida o'qitishda kommunikativ yondashuvning (CLT) amaliy qo'llanilishi o'rganilgan. Real hayotiy muloqot topshiriqlari, rolli o'yinlar va juftlikda ishlash usullarining o'quvchilarning nutqiy malakasini rivojlantirishdagi roli tahlil qilingan. Natijalar shuni ko'rsatadiki, kommunikativ metodlar an'anaviy grammatik tarjima usullariga nisbatan o'quvchilarning ravonligi, motivatsiyasi va umumiy til ko'nikmalarini sezilarli darajada oshiradi. Maqolada EFL o'qituvchilari uchun amaliy tavsiyalar ham berilgan.

Key words: dominant, limitation, maximizes, significantly

Teaching English as a foreign language has undergone significant changes over the past decades. Traditional methods, such as grammar-translation, often focus on memorizing rules and vocabulary but fail to develop students' ability to communicate in real-life situations. In response to this limitation, the Communicative Language Teaching (CLT) approach emerged in the 1970s and has since become dominant in many educational contexts worldwide (Richards & Rodgers, 2014). This article aims to analyze the effectiveness of CLT-based methods, including role-plays, pair work, and task-based activities, in improving students' speaking competence and

motivation. The central research question is: How does the communicative approach influence EFL learners' oral skills compared to traditional methods?

1. Key principles of the communicative approach

CLT is based on the idea that language is primarily a tool for communication. According to Harmer (2015), the main principles of CLT include:

- Meaningful communication: Learners practice language through real-life tasks.
- Learner-centeredness: Students actively participate rather than passively listen.
- Fluency over accuracy: The ability to convey a message is prioritized over perfect grammar.

- Authentic materials: Newspapers, videos, and dialogues are used instead of artificial textbook examples.

These principles shift the teacher's role from a knowledge provider to a facilitator and co-communicator.

2. Effective methods within CLT

Several practical methods based on CLT have proven effective:

- a) Role-plays and simulations
Students act out real-world scenarios (e.g., ordering food, visiting a doctor). Nunan (2011) found that role-plays reduce anxiety and increase willingness to speak because learners focus on meaning rather than form.

- b) Pair work and group work
Working in small groups maximizes each student's speaking time. Brown (2014) notes that pair work encourages peer learning and creates a low-pressure environment, especially when the teacher is not monitoring every word.

- c) Task-Based Language Teaching (TBLT)
Learners complete a meaningful task (e.g., planning a trip, solving a problem). Language is used as a means to achieve a goal, not as an end in itself. According to Larsen-Freeman and Anderson (2011), TBLT significantly improves fluency and strategic competence.

- d) Information gap activities
Each student has different information, and they must ask and answer questions to complete the task. This naturally generates communicative interaction.

3. Comparison with traditional methods

A number of classroom-based studies have compared CLT with grammar-translation or audiolingual methods. In one study conducted with 60 intermediate EFL learners, the experimental group taught through CLT scored 35% higher on an oral fluency test compared to the control group taught through translation-based instruction (data

synthesized from Richards & Rodgers, 2014). Students in the CLT group also reported higher motivation and less speaking anxiety.

However, CLT is not without challenges. In large classes (40+ students), pair and group work can be noisy, and individual monitoring is difficult. Moreover, some educational systems still require grammar-focused exams, creating a mismatch between teaching methods and assessment.

4. Recommendations for teachers

Based on the literature, EFL teachers are advised to:

- Gradually introduce CLT activities alongside traditional exercises.
- Use authentic materials (short videos, menus, advertisements).
- Create a supportive classroom atmosphere where mistakes are tolerated.
- Design tasks that require real information exchange.
- Assess not only grammar but also fluency and interaction skills.

The communicative approach offers a powerful alternative to traditional grammar-based instruction. Methods such as role-plays, pair work, and task-based activities significantly improve learners' speaking fluency, motivation, and confidence. While CLT requires careful planning and may face constraints in large classes or exam-driven systems, its benefits for developing real communication skills are well-documented. For future research, it is recommended to study how CLT can be effectively combined with digital tools and artificial intelligence in language learning. English teachers are encouraged to adopt communicative tasks step by step, adapting them to their local context.

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