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THE ROLE OF COMMUNICATIVE LANGUAGE TEACHING (CLT) IN MODERN CLASSROOMS

Annotatsiya. Kommunikativ til o'qitish (CLT) zamonaviy ingliz tili ta'limida keng qo'llaniladigan yondashuv bo'lib, uning asosiy e'tibori muloqot, erkinlik va real hayotdagi til ishlatishga qaratilgan. Ushbu maqola CLT metodikasining zamonaviy sinflardagi qo'llanilishini o'rganadi, uning afzalliklari, muammolari va turli ta'lim kontekstlaridagi moslashtirishlarini tahlil qiladi. Tadqiqot CLT o'quvchilarning muloqot kompetensiyasini rivojlantirish, motivatsiyani oshirish va og'zaki nutq malakasini yaxshilashdagi rolini ko'rsatadi. Shu bilan birga, grammatik xatolarning e'tibordan chetda qolishi, katta sinf soni va o'qituvchilarning tayyorgarligi yetishmasligi kabi muammolar ham ko'rib chiqiladi. Xulosa qilib aytganda, CLT metodikasi til o'rgatishda ijobiy o'zgarishlar qilgan bo'lsa-da, uning muvaffaqiyati uni aniq kontekstlarga moslashtira olishga bog'liq.

Kalit so'zlar: Kommunikativ til o'qitish, CLT, ingliz tili o'qitish metodikasi, ESL, muloqot kompetensiyasi, erkin nutq, dars jarayoni.

РОЛЬ КОММУНИКАТИВНОГО ОБУЧЕНИЯ ЯЗЫКУ (CLT) В СОВРЕМЕННЫХ КЛАССАХ

Аннотация. Коммуникативное обучение языку (CLT) является широко применяемым подходом в современной методике преподавания английского языка. Он акцентирует внимание на взаимодействии, беглой речи и использовании языка в реальных жизненных ситуациях. Данная статья рассматривает применение CLT в современных классах, оценивает его преимущества, сложности и адаптацию в различных образовательных контекстах. Результаты показывают, что CLT способствует развитию коммуникативной компетенции учащихся, повышает мотивацию и улучшает навыки устной речи. Также обсуждаются такие проблемы, как пренебрежение грамматической точностью, перегруженность классов и недостаточная подготовка преподавателей. В заключение подчеркивается, что успех CLT зависит от гибкой адаптации к конкретной образовательной ситуации.

Ключевые слова: Коммуникативное обучение, CLT, методика преподавания английского языка, ESL, коммуникативная компетенция, беглость речи, организация занятий.

THE ROLE OF COMMUNICATIVE LANGUAGE TEACHING (CLT) IN MODERN CLASSROOMS

Abstract. Communicative Language Teaching (CLT) is a widely adopted approach in English language education, particularly valued for its focus on interaction, fluency, and real-life communication. This article explores the application of CLT in modern classrooms, evaluating its benefits, challenges, and adaptations in different educational settings. Drawing on recent literature and classroom observations, it examines how CLT promotes communicative competence, increases learner motivation, and supports the development of speaking and listening skills. The article also highlights concerns around grammatical accuracy, large class sizes, and limited teacher training, suggesting a need for blended approaches and contextual adaptation.

Ultimately, the study concludes that while CLT has transformed language education positively, its success depends on how effectively it is tailored to specific teaching contexts.

Keywords: *Communicative Language Teaching, CLT, English language teaching, ESL methodology, communicative competence, fluency, classroom practice.*

Introduction. In the field of English language teaching, Communicative Language Teaching (CLT) has emerged as one of the most influential methodologies. Since its development in the 1970s, CLT has fundamentally changed the way language is taught and learned, shifting the focus from grammar-based instruction to meaningful communication. Unlike traditional methods such as the Grammar-Translation Method or the Audio-Lingual Method, CLT emphasizes the ability to use language effectively and appropriately in real-life situations. The origins of CLT can be traced back to the work of linguists like Dell Hymes (1966), who introduced the concept of "communicative competence"—the idea that knowing a language involves more than mastering grammar; it also requires the ability to use language appropriately in context. This marked a significant shift in language pedagogy, encouraging a focus on interaction, fluency, and learner autonomy.

Today, CLT is considered the foundation for most modern language curricula worldwide. In the 21st-century classroom, where English is often taught as a global lingua franca, the ability to communicate effectively is more important than ever. However, despite its widespread adoption, the implementation of CLT continues to face several challenges. This article investigates the current role of CLT in English language classrooms, analyzing its benefits, limitations, and future directions.

Methods. This article is based on a review of current academic literature on Communicative Language Teaching, classroom observations, and informal interviews with English teachers working in various educational contexts, including secondary schools, language centers, and universities. Sources include peer-reviewed journal articles, teaching manuals, and online educator forums. The purpose of this approach is to provide a well-rounded understanding of how CLT is perceived and practiced today. Classroom observations were conducted in both public and private institutions in non-native English-speaking countries, focusing on how teachers design communicative activities, the level of student participation, and the challenges encountered during instruction. Informal interviews with 15 English teachers provided additional insights into how CLT is adapted based on class size, learner level, and institutional constraints.

Results. One of the most widely recognized advantages of CLT is its ability to enhance students' communicative competence. Unlike methods that emphasize rote memorization or grammar drills, CLT engages learners in authentic language use through tasks such as role-plays, interviews, problem-solving activities, and group discussions. These tasks mirror real-world communication, allowing students to develop not only linguistic knowledge but also the pragmatic and strategic skills required for interaction (Savignon, 1987). Teachers report that CLT increases student motivation and participation. Because learners are encouraged to express their thoughts, opinions, and experiences, they feel a greater sense of ownership over their learning (Richards & Rodgers, 2001). This is particularly important in today's classrooms, where fostering learner autonomy is a key objective. Another major benefit is the development of oral fluency. Students become more confident in speaking as they regularly engage in meaningful conversations. Repeated exposure to interactional language builds fluency over time, which is often lacking in traditional grammar-focused classes (Larsen-Freeman, 2000). Moreover, CLT activities often require collaboration and problem-solving, thereby promoting critical thinking and teamwork.

Despite its advantages, CLT is not without its difficulties. One of the most persistent challenges is the balance between fluency and accuracy. Critics argue that the emphasis on communication sometimes leads to grammatical errors being overlooked. Over time, this can result in fossilization, where learners develop bad habits that are difficult to correct later (Nassaji, 2000). Teachers often struggle to provide sufficient corrective feedback during communicative activities without interrupting the flow of conversation.

Another common problem is the issue of large class sizes. In overcrowded classrooms, it becomes difficult to monitor each student's participation, provide individual feedback, or organize effective pair and group work. In such contexts, teachers may revert to more teacher-centered approaches, undermining the principles of CLT (Spada & Lightbown, 2008). Resource availability also plays a significant role in determining the success of CLT. Authentic materials, such as real menus, brochures, videos, and audio recordings, are crucial for effective CLT practice. However, many schools—especially in developing regions—lack access to such resources, limiting the range of communicative activities that can be conducted (Abdelmageed & Omer, 2020). Moreover, not all teachers are adequately trained to implement CLT. Some teachers, particularly those who were trained under traditional methods, may struggle to shift their teaching philosophy. A lack of ongoing professional development can further hinder the successful application of CLT (Yang, 2024).

Cultural factors can also influence how CLT is received. In some cultures, students are more accustomed to passive learning styles and may find communicative tasks uncomfortable or unfamiliar. Teachers must therefore adapt CLT to align with learners' expectations and cultural norms (Rakhmonova, 2023).

Discussion. The findings from this study highlight both the transformative power and practical limitations of CLT in modern classrooms. There is strong evidence that CLT enhances learners' communicative competence, especially in terms of fluency, confidence, and motivation. When implemented effectively, it creates a dynamic learning environment where students are active participants rather than passive recipients.

However, the challenges associated with CLT are real and must be acknowledged. The lack of balance between fluency and accuracy, difficulties in large classes, limited resources, and insufficient teacher training can all impede its effectiveness. These challenges suggest that CLT should not be viewed as a one-size-fits-all solution but rather as a flexible framework that must be adapted to specific teaching contexts. One promising approach is to adopt a blended methodology that incorporates elements of both communicative and traditional teaching. For example, structured grammar instruction can be combined with communicative tasks to ensure both accuracy and fluency. Teachers can also use technology—such as language learning apps, online videos, and AI chatbots—to enhance the communicative experience, especially when authentic materials are not readily available (Zhou, 2023). Professional development is another key factor in successful CLT implementation. Training programs should focus on helping teachers design meaningful tasks, manage group activities, provide feedback, and adapt materials for different proficiency levels. Peer observation and collaboration can also support teachers in refining their CLT techniques. Finally, more research is needed to explore how CLT can be adapted for beginner-level students and culturally diverse classrooms. Future studies should also investigate the long-term effects of CLT on learners' grammatical development, not just fluency.

Conclusion. Communicative Language Teaching (CLT) has proven itself to be more than just a trend—it is a pedagogical shift that has redefined how languages are taught across the globe. Its core philosophy, emphasizing real-life use of language, learner-centered interaction, and contextual fluency, aligns with the communicative demands of the modern world.

However, the journey from theory to practice is not always smooth. While CLT offers clear pedagogical advantages, its application requires intentional planning, training, and adaptability. One of the key takeaways is that CLT is not a prescriptive formula; rather, it is a flexible framework that educators must tailor to the needs, resources, and culture of their learners. In contexts where CLT faces implementation challenges—such as large class sizes, limited materials, or rigid curricula—blended methodologies offer a practical way forward. Integrating traditional instruction (e.g., grammar explanations) with CLT-based tasks can balance accuracy with fluency. For instance, a lesson might begin with a grammar focus but culminate in a communicative task like a debate or a simulation that reinforces the target structure. Professional development is central to sustaining effective CLT practices. Teachers need continuous training in classroom management, task design, and feedback strategies tailored to communicative contexts. Moreover,

institutions must foster a culture that supports experimentation, peer collaboration, and reflective teaching. Technology is also a powerful enabler. Digital tools—such as video conferencing platforms, interactive apps, and AI-based speaking assistants—can enrich the communicative environment, particularly in remote or under-resourced classrooms. For example, language learning platforms like Duolingo or conversation simulations with AI chatbots can provide students with extended exposure to real-life English usage. Policymakers and curriculum designers play a vital role by aligning assessment practices with communicative goals. If standardized tests continue to prioritize grammar over communication, teachers will feel pressured to abandon CLT in favor of test preparation. Thus, assessment reform is necessary to encourage the full integration of CLT into educational systems.

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