NAMANGAN DAVLAT UNIVERSITETI
ILMIY AXBOROTNOMASI, [2026-9]
ISSN:2181-1458
ISSN:2181-0427

13.00.00-PEDAGOGIKA
journal.namdu.uz
PEDAGOGICAL

THE EFFECTIVENESS OF COMMUNICATIVE LANGUAGE TEACHING IN DEVELOPING EFL LEARNERS' SPEAKING SKILLS

Usmonaliyeva Zulxumor Odiljon kizi

Master student of TerSPI

E-mail:zusmonaliyeva6@gmail.com

Abstract: *Communicative Language Teaching (CLT) has become one of the most widely used approaches in English as a Foreign Language (EFL) classrooms because of its emphasis on meaningful communication, learner interaction, and practical language use. This article examines the effectiveness of communicative language teaching in developing EFL learners' speaking skills. The study focuses on how communicative activities such as pair work, group discussions, role-plays, information-gap tasks, and problem-solving activities contribute to learners' oral proficiency, fluency, confidence, and willingness to communicate. A qualitative classroom-based research design was adopted to analyze the impact of communicative activities on EFL learners.*

Keywords: *Communicative Language Teaching, EFL, speaking skills, communicative competence, learner interaction, language teaching, oral proficiency*

KOMMUNIKATIV TIL O‘ QITISHNING EFL O‘ QUVCHILARINING NUTQIY KO‘ NIKMALARINI RIVOJLANTIRISHDA SAMARALIGI

Annotatsiya: *Kommunikativ til o‘ qitish (CLT) mazmunli muloqot, o‘ quvchilarning o‘ zaro ta’siri va amaliy tildan foydalanishga urg‘ u bergani uchun chet tili sifatida ingliz tili (EFL) sinflarida eng keng qo‘ llaniladigan yondashuvlardan biriga aylandi. Ushbu maqolada kommunikativ til o‘ qitishning EFL o‘ quvchilarining nutq ko‘ nikmalarini rivojlantirishdagi samaradorligi o‘ rganiladi. Tadqiqotda juftlik bilan ishlash, guruhli muhokamalar, rolli o‘ yinlar, axborot bo‘ shlig‘ i vazifalari va muammolarni hal qilish kabi kommunikativ faoliyatlar o‘ quvchilarning og‘ zaki nutq qobiliyati, ravonligi, o‘ ziga ishonchi va muloqot qilishga tayyorligiga qanday hissa qo‘ shishiga e’tibor qaratilgan. Kommunikativ faoliyatning EFL o‘ quvchilariga ta’sirini tahlil qilish uchun sifatli sinfga asoslangan tadqiqot dizayni qabul qilindi.*

Kalit so‘ zlar: *Kommunikativ til o‘ qitish, EFL, nutq qobiliyatlari, kommunikativ kompetensiya, o‘ quvchining o‘ zaro ta’siri, til o‘ qitish, og‘ zaki mahorat*

ЭФФЕКТИВНОСТЬ КОММУНИКАТИВНОГО ОБУЧЕНИЯ ЯЗЫКУ В РАЗВИТИИ НАВЫКОВ ГОВОРЕНИЯ У УЧАЩИХСЯ, ИЗУЧАЮЩИХ АНГЛИЙСКИЙ ЯЗЫК КАК ИНОСТРАННЫЙ

Аннотация: *Коммуникативное обучение языку (КОЯ) стало одним из наиболее широко используемых подходов в классах английского языка как иностранного (ИЯ) благодаря акценту на осмысленном общении, взаимодействии учащихся*

и практическом использовании языка. В данной статье рассматривается эффективность коммуникативного обучения языку в развитии навыков устной речи учащихся, изучающих ИЯ. Исследование фокусируется на том, как коммуникативные виды деятельности, такие как работа в парах, групповые дискуссии, ролевые игры, задания на восполнение информационного пробела и задания на решение проблем, способствуют развитию устной речи, беглости, уверенности и готовности к общению у учащихся. Для анализа влияния коммуникативных мероприятий на учащихся, изучающих английский как иностранный язык, был использован качественный исследовательский подход, основанный на изучении предмета в классе.

Ключевые слова: *коммуникативное обучение языку, английский как иностранный язык, навыки говорения, коммуникативная компетентность, взаимодействие учащихся, обучение языку, устная речь.*

Introduction

English has become an important means of international communication, education, employment, and intercultural interaction. As a result, the development of learners' communicative competence has become a major goal of English as a Foreign Language (EFL) education. Traditional approaches to language teaching have often emphasized grammar rules, vocabulary memorization, and translation. Although these elements are important for language development, knowledge of linguistic structures alone does not necessarily enable learners to communicate effectively in real-life situations. Communicative Language Teaching (CLT) emerged as an alternative approach that places communication at the center of language learning. Rather than focusing exclusively on grammatical accuracy, CLT encourages learners to use the target language for meaningful purposes. According to Richards (2006), communicative language teaching aims to develop learners' ability to communicate appropriately and effectively in different contexts. Similarly, Savignon (2002) emphasizes that communicative competence involves more than grammatical knowledge; it also includes the ability to use language appropriately in social interaction.

Speaking is one of the areas in which the principles of CLT can be particularly beneficial. EFL learners frequently have limited opportunities to use English outside the classroom. Therefore, classroom interaction can provide an important environment in which learners can practice expressing opinions, asking questions, negotiating meaning, and responding to others. Activities such as role-plays, discussions, interviews, information-gap tasks, and collaborative problem-solving can create opportunities for authentic or semi-authentic communication.

Methods

The study employed a qualitative classroom-based research design. The purpose of the research was to examine how communicative teaching practices influence EFL learners' speaking performance and classroom participation. The study focused on learners' responses to communicative activities and their observable changes in oral interaction. The research involved EFL learners at an intermediate level of English proficiency. The learners participated in regular English lessons in which communicative activities were incorporated into classroom instruction. The participants were exposed to a variety of speaking tasks designed to encourage interaction and meaningful use of English.

Data were collected through classroom observations, learner participation records, and informal feedback from students. During the lessons, particular attention was paid to learners' willingness to speak, fluency, vocabulary use, interaction with classmates, and ability to express ideas in English.

The communicative activities included:

pair and group discussions;

role-play activities;

information-gap tasks;

problem-solving activities;

interviews and question-and-answer tasks;

short presentations and peer discussions.

These activities were selected because they required learners to use English for communicative purposes rather than simply reproduce previously memorized language. The collected classroom observations and learner responses were analyzed thematically. The analysis focused on several main categories: speaking fluency, confidence, vocabulary development, interactional competence, and willingness to communicate. Positive and negative aspects of communicative activities were also identified.

Results

The findings suggest that the systematic use of communicative activities had a generally positive effect on EFL learners' speaking development. First, learners demonstrated increased **speaking fluency**. At the beginning of communicative lessons, some learners frequently paused or relied on their first language when attempting to express ideas. With regular participation in pair and group activities, learners became more willing to produce longer stretches of speech and respond to their classmates without excessive preparation.

Second, communicative activities contributed to greater **speaking confidence**. Role-plays and small-group discussions provided learners with a relatively supportive environment in which they could experiment with English without the pressure of speaking in front of the entire class. This reduced learners' fear of making mistakes and encouraged more active participation.

Third, the activities supported **vocabulary development**. Learners encountered and used vocabulary in meaningful contexts. Instead of memorizing isolated words, they were required to apply new vocabulary while discussing topics, solving problems, or performing role-plays. Such contextualized use helped learners understand how vocabulary functions in actual communication.

Another important finding was the improvement in **interactional competence**. Learners practiced asking for clarification, responding to questions, agreeing and disagreeing, interrupting appropriately, and maintaining conversations. These skills are essential components of communicative competence but may receive less attention in teacher-centered lessons.

Finally, communicative activities appeared to increase learners' **willingness to communicate**. When students were given opportunities to choose ideas, exchange information, and work collaboratively, they became more actively involved in classroom communication.

Despite these positive outcomes, several difficulties were observed. Some learners remained passive during group activities, while more confident students tended to dominate conversations. Large classes and limited lesson time also made it difficult for teachers to monitor every learner's performance. In addition, learners with lower proficiency sometimes experienced difficulty participating in spontaneous communication.

Discussion

The findings support the central principles of Communicative Language Teaching, particularly the idea that language is learned more effectively when learners have opportunities to use it for meaningful communication. The observed improvement in speaking fluency and confidence can be explained by the increased amount of learner-to-learner interaction provided by communicative activities. One important advantage of CLT is that it changes the traditional role of the teacher. Instead of being the primary source of language input and the dominant speaker in the classroom, the teacher

becomes a facilitator who organizes activities, provides support, monitors interaction, and gives feedback. This shift can create a more learner-centered classroom environment.

The results are also consistent with the broader concept of communicative competence proposed by Canale and Swain (1980). Effective communication requires not only grammatical competence but also sociolinguistic, discourse, and strategic abilities. Communicative activities give learners opportunities to develop these different aspects of competence simultaneously.

However, the effectiveness of CLT should not be understood as meaning that grammar instruction is unnecessary. Learners still need grammatical knowledge and vocabulary in order to communicate accurately. A balanced approach can therefore combine explicit language instruction with opportunities for meaningful communication. Teachers can first introduce useful vocabulary or grammatical structures and then provide communicative tasks in which learners apply those structures in realistic situations.

Another important consideration is the classroom context. CLT may be challenging in large classes, examination-oriented educational systems, or contexts where students have traditionally expected teacher-centered instruction. In such situations, teachers need to adapt communicative activities rather than applying them mechanically. For example, pair work can be used when classroom space or time is limited, while structured roles can ensure that all members of a group participate.

Learner anxiety is another factor that can influence the success of communicative teaching. Students may avoid speaking because they are afraid of making grammatical or pronunciation mistakes. Teachers can address this issue by creating a supportive classroom atmosphere in which mistakes are viewed as a natural part of language learning. Delayed correction can also be useful during fluency-oriented activities because excessive correction may interrupt communication and reduce learners' confidence.

Overall, the results indicate that CLT is particularly effective when communicative activities are purposeful, appropriately structured, and connected to learners' real-life needs. The teacher's ability to select suitable tasks and provide appropriate scaffolding is essential for achieving successful outcomes.

Conclusion

Communicative Language Teaching provides an effective framework for developing EFL learners' speaking skills. The findings of this study indicate that communicative activities can contribute to improvements in speaking fluency, confidence, vocabulary use, interactional competence, and willingness to communicate. Pair work, group discussions, role-plays, information-gap activities, and problem-solving tasks create opportunities for learners to use English actively and meaningfully.

Nevertheless, the effectiveness of CLT depends on several contextual and pedagogical factors. Large classes, limited time, learner anxiety, unequal participation, and insufficient teacher training may create difficulties. Therefore, teachers should adapt communicative activities to their learners' proficiency levels, classroom conditions, and educational objectives.

In conclusion, Communicative Language Teaching should not be viewed simply as a replacement for grammar-focused instruction. Rather, it can be integrated with explicit language teaching to create a balanced approach in which learners develop both linguistic knowledge and the ability to use that knowledge effectively in real communication.

Foydalanilgan adabiyotlar

1. Canale, M., & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. Applied Linguistics, 1(1), 1–47.

2. Harmer, J. (2007). The Practice of English Language Teaching (4th ed.). Pearson Longman.

3. Hymes, D. H. (1972). On communicative competence. In J. B. Pride & J. Holmes (Eds.), Sociolinguistics (pp. 269–293). Penguin.

4. Littlewood, W. (2004). The task-based approach: Some questions and suggestions. ELT Journal, 58(4), 319–326.

5. Nunan, D. (2004). Task-Based Language Teaching. Cambridge University Press.

6. Richards, J. C. (2006). Communicative Language Teaching Today. Cambridge University Press.

7. Savignon, S. J. (2002). Interpreting Communicative Language Teaching: Contexts and Concerns in Teacher Education. Yale University Press.

8. Thornbury, S. (2005). How to Teach Speaking. Pearson Longman.