



Communicative Language Teaching Approaches in English Language

**Abdullaeva Umida Nigmatullayevna, Nabieva Khilola Abdulmuratovna,
Muratova Nargiza Bakhramovna**

Senior Teacher at Uzbek State World Languages University

Asadova Ezoza Giyos qizi, Qambarova Manora Nurmurod qizi

Uzbek State World Languages University

Abstract: *Communicative Approach includes Task is used in teaching academic reading. The concentration is on the need of the students and the task given is well prepared. The Task which is given to the students is taken from all aspects of academic reading. They are done in the classroom in a group discussion.*

Keywords: *Communicative Approach, academic reading, recommends interaction.*

Communication recommends interaction of a few sort, maybe in numerous students' minds between speaker and audience. Is perusing, subsequently, since it is frequently a single movement, a non-communicative movement? Unquestionably not since the peruser is connection with the author, though in a less coordinate way than speaker and audience. Perusing is, of course, fair as communicative as any other shape of dialect utilizes and as instructors our point is to bring out that communicative component. For case by setting up coordinate communication between peruser and author by abusing students' composed work for perusing hone (see underneath for thoughts).

Another highlight of genuine perusing is that whereas we may studied alone we communicate what we examined to others continually. Talking almost what we have studied may be a wealthy source of classroom conceivable outcomes. Student-student interaction plays an essential role in applying a communicative teaching approach. As the more traditional teaching styles have usually been rather teacher dominant with students mainly learning through passive listening, student-student interaction, on the contrary, focuses on the active interaction among the students themselves during language classes.

Student-student interaction embraces the strategies of cooperative learning in which each student's learning success is dependent on the whole group's input during the classroom sessions. This is an effective way of engaging the whole class as such exercises engages all students, not just the minority of active students who typically participate in a regular class. According to Harmer, 1988 and Savignon, 2002, the CLT approach offers many advantages for both teachers and students. These are summarised in brief below.

Firstly, CLT delivers a clear and obvious benefit to learners – they're actually able to use the skills they've learnt to communicate in their target language. CLT is not about learning just for learning's sake, it has a clear and definable purpose. Students become competent communicators, able to use the right grammar, vocabulary and sentence structure in different real-life contexts and are flexible enough to adapt as circumstances dictate.

As such, CLT typically places less emphasis on rote learning of detailed grammatical rules in favour of gaining greater fluency in the target language. Students are assessed on their level of communicative competence rather than on their ability to regurgitate information. This approach



also enables learners to quickly gain confidence when interacting with other people, which helps them enjoy using their new-found language skills.

The above advantages also help us to identify a third – that the CLT approach tends to be a more student-centred and situation-oriented language teaching practice. In fact, according to Oxford (1990), CLT deliberately emphasizes “self-direction for the learners”. Given that the teacher will not be available to help students when they’re out in the real-world, it’s appropriate that they should take the lead in developing their core language skills and find ways to prioritise communication and conversation. Oxford believes that this is: “essential to the active development of the new language.”

In this light, CLT also has a highly positive impact on the relationships between teachers, students and their peers. At the highest level, CLT requires all participants to move away from the traditional teacher / student model to be successful. In the language classroom, learners also need to engage in learning activities in a cooperative rather than individualistic manner – it’s vital that they work together to build effective conversations and to complete the pair / group tasks that are at the heart of the CLT approach. As such, teachers can develop more creative language learning activities that go beyond the traditional repetition and the memorization of sentences and grammatical patterns.

As a result, evidence suggests that the CLT approach usually increases the students’ engagement and enjoyment of their lessons. Where classroom resources and tasks are grounded in everyday situations with immediately evident, real-world application, students come alive. They become the protagonists at the centre of learning rather than the audience on the sidelines watching on (Dos Santos, 2020). Furthermore, students are also immediately able to take their learning and put it into practice in their engagement with native speakers outside of the classroom.

As well as offering clear advantages to the student, the CLT approach can also offer significant benefits to educators by fundamentally changing their role in the classroom. The educator is both a “facilitator, a guide and a helper” as well as being a “coordinator, an idea-person and a co-communicator” (Oxford, 1990). Teachers talk less and listen more as well as being more focused on students’ individual learning journeys and working closely with them to achieve their goals.

As adopting the CLT approach usually means that traditional, repetitive Instructional tasks become less important, teachers have more scope to be creative in the classroom. Although this means that additional time is needed to prepare appropriate teaching resources, there’s significant benefit in increased student engagement and motivation.

Finally and perhaps most importantly, CLT is a powerful teaching approach to encourage the development of the four macro skills in language learning— speaking, listening, reading and writing. These are a core part of CLT from the very start, since active communication serves to integrate the different skills. The use of authentic or real teaching materials (brochures, flyers, timetables, menus and magazines) also helps ensure that students develop relevant grammar and vocabulary while working through activities that build these core skills.

One popular CLT activity is role-playing. There is a playful component in role-playing that helps students practice speaking without feeling pressure. You can for example assign parts to your students, or let them decide on a specific setting. Choose a topic that is relevant to students, or one that connects to other topics explained in class. This will ensure that role-playing is an integral part of language lessons and not only a stand-alone experience.

Collaborative tasks like assigning student groups to solve a puzzle using only the target language are also popular activities in CLT. This type of exercise allows not only to enhance students’



communication skills but also to experiment with the peer-learning approach, which is useful in strengthening relationships among students.

Although a teacher's role is not as dominant during exercises that emphasize student-student interaction, it certainly is substantial in making the interactional learning space as functional for the students as possible. In order to implement CLT methods successfully, it requires more than simply placing students into pairs and groups. To quote Felder and Henriquez (1995: 25): "The benefits of the approach are fully realized when the group work is structured to assure such features as positive interdependence, individual accountability, and appropriate uses of teamwork and interpersonal skills". Each student in a language classroom or language lab has individual needs, levels of abilities, and interests. Therefore, having different tasks designed to meet the needs and skills of different students is essential in CLT. Also, providing a supportive learning environment makes participation easier for students, especially those who easily feel shy about active participation.

Talk the Talk.

In an ESL classroom that uses the CLT method, students do most of the talking. This enables students to practice communicating in English, continuously talking with each other, rather than listening to an instructor's lecture. ESL teachers can encourage students to interact with each other with minimal direct correction. The intent behind the communicative approach to speaking is to have students practice English without fear of awkwardness or making mistakes when learning a new language.

Instead of interrupting or correcting students when they make mistakes, instructors who utilize the CLT approach might use indirect feedback or conversational redirections that do not interrupt a conversation. They might reform faulty grammar (e.g., "his shoes is old" can be answered with, "yes, his shoes ARE old") to give students clues for further conversation. However, variables such as age and proficiency can influence how effective indirect and direct feedback are in classrooms that utilize the CLT approach.

Real-Life Scenarios.

Encouraging meaningful interactions, ESL teachers can utilize a wide variety of individualized activities and meaningful tasks. Students might engage in role-playing based on real-life scenarios such as discussing hobbies and popular culture, negotiating prices when shopping or describing the plot of a book or movie they have recently enjoyed. The focus is on utilizing real-world situations to allow students to practice using language for context and content rather than learning about grammatical rules and structure. Techniques include modeling, repetition, pair and group work to help students develop communicative competencies.

Working Together.

CLT activities are most effective when they allow students to work together in pairs or groups. This mimics realistic communication that encourages fluency over grammatical competence. Research has found ESL students usually feel more confident and comfortable practicing their language skills and ideas when working with other students. Since they are working with fellow English Language Learners (ELLs), they often feel safer communicating without fear of making mistakes.

Grouping and pairing students also encourages engagement with in-class activities. For example, one might have students work together to play a game where they must describe an object to each other in English so their peers can guess what that object is. Having students work together not only encourages them to engage with the language meaningfully, but it also holds the potential to gamify the ESL classroom and incentivize active participation. FluentU offers a helpful list of



similar “outspoken” activities that incentivize meaningful communication between classmates, ranging from reverse charades games to mock television interviews.

Integrate Reading, Writing and Speaking.

However, studies have found that these pairing and grouping conversational techniques alone are not enough to promote active participation in ESL classrooms. Instructors utilizing the CLT approach might also include work reading, writing and listening, as these skills are also vital to ELLs’ development as English language speakers.

The integrated-skills approach to CLT brings these major language talents together in activities. For instance, teachers might ask students to watch a video online (listening), post their opinion about it in the comment section (writing) and describe others’ opinions from the comments section (reading). Activities that integrate multiple language skills can enhance communication-based ESL education by offering students the chance to practice multiple skills while also offering teachers a chance to demonstrate best practices in each of these modes.

References used in this article:

1. Felder, R. & Henriques, E. 1995. Learning and Teaching Styles in Foreign and Second Language Education. *Foreign Language Annals* 28, 1.
2. Jacobs, G. 2016. Student-Student Interaction. Simple, Powerful Strategies for Student Centered Learning: Chapter 2. SpringerBriefs in Education.
3. Amanova N.F Amanova F. F .innovative activity in the field of tourism. euro-asia conferences, 1(1), 308–309. retrieved from <http://papers.euroasiaconference.com/index.php/eac/article/view/977>.
4. Amanova Nodirabegim Furkatovna. (2022). Effective method of teaching. conference zone, 53–55. retrieved from <http://www.conferencezone.org/index.php/cz/article/view/124>
5. Amanova N.F Amanova F.F (2022) Malum bir maqsadga qaratilgan va maxsuslashgan til. <https://conf.iscience.uz/index.php/yumti/article/view/118/110>
6. Shakhnoza, A. . (2022). Legal Basis of the Environmental Impact Assessment System. *Journal of Ethics and Diversity in International Communication*, 2(2), 46–49. Retrieved from <https://openaccessjournals.eu/index.php/jedic/article/view/10332>.
7. Ахмедова, Ш. (2019). Пути совершенствования экологического законодательства республики Узбекистан в области обеспечения благоприятной окружающей среды. Обзор законодательства Узбекистана, (4), 37–42. извлечено от https://inlibrary.uz/index.php/uzbek_law_review/article/view/126863.
8. Akhmedova S. correlation of environmental impact assessment with other organizational and legal mechanisms of environmental protection measures //international bulletin of medical sciences and clinical research. –2023. –Т. 3. –No. 1. –С. 5-14. <http://www.researchcitations.com/index.php/ibmscr/article/view/449/312>
<http://www.researchcitations.com/index.php/ibmscr/article/view/4494>.
9. Amanova N.F Amanova F.F .innovative activity in the field of tourism. euro-asia conferences, <http://papers.euroasiaconference.com/index.php/eac/article/view/9718>
10. Furkatovna A. N.(2022). effective method of teaching. Conference Zone, 53–55. Retrieved from <http://conferencezone.org/index.php/cz/article/view/1245>.



11. Saydullayevna N. N., Furkatovna A. N. teaching english language for medical purposes in higher school. https://eprajournals.com/jpanel/upload/1206am_41.EPRA%20JOURNALS-2147.pdf
12. Furkatovna A. N., Furkatovna A. F. innovative activity in the field of tourism: essence and specificity //zbiór artykułów naukowych recenzowanych. http://xn--e1aaifpcds8ay4h.com.ua/files/95_01_s.pdf#page=97
13. Furkatovna A. N., Furkatovna A. F. innovative activity in the field of tourism. Euro-Asia Conferences, 1(1). Retrieved from <http://papers.euroasiaconference.com/index.php/eac/article/view/97> .
14. Amanova N.F Amanova F.F (2022) Malum bir maqsadga qaratilgan va maxsuslashgan til. <https://conf.iscience.uz/index.php/yumti/article/view/118/1101>
15. Amanova N, and Amanova F. "problems of quality of distance learning online." ta'lim va rivojlanish tahlili onlayn ilmiy jurnali (2022): 89-91. <http://sciencebox.uz/index.php/ajed/article/view/1515/140320>
16. Amanova N.F. "active teaching strategies in higher education." academia: an international multidisciplinary Research Journal <https://doi.org/10.5958/2249-7137.2021.02068.1>.
17. Pulatov F A. (2022). the importance of tourism. conference zone, retrieved from <http://conferencezone.org/index.php/cz/article/view/147>
18. Akhmedova Shakhnoza Ozodjonovna. (2023). global implications of climate change. conference zone, 79–86. retrieved from <http://conferencezone.org/index.php/cz/article/view/937>
19. Akhmedova Shakhnoza Ozodjonovna. (2023). relationship of environmental impact assessment and environmental expertise. Conference Zone, 115–121. Retrieved from <http://conferencezone.org/index.php/cz/article/view/941>
20. Akhmedova Shakhnoza Ozodjonovna. (2023). climate change: everyone’s struggle for survival. conference zone, 70–78. retrieved from <http://conferencezone.org/index.php/cz/article/view/936>
21. S.M Makmudov, O.A Kim assessment of nutritional status based on bioimpedancemetry in young people - journal biomeditsiny i practice, 2022. <https://tadqiqot.uz/index.php/biomedicine/article/view/5518>
<https://tadqiqot.uz/index.php/biomedicine/article/view/5518/5223>
22. Makhmudov Sardor Mamasharifovich the functional state of the cardiorespiratory system of athletes involved in swimming.- “Янги Ўзбекистонда миллий тараққиёт ва инновациялар” 2022. <http://conf.iscience.uz/index.php/yumti/article/view/106>
<http://conf.iscience.uz/index.php/yumti/article/view/106/99>
23. Хакимов Мухаммадали Рафикович развитие инновационных технологий в системе высшего образования республики узбекистан // re-health journal. 2020. №2-2 (6). URL: <https://cyberleninka.ru/article/n/razvitie-innovatsionnyh-tehnologiy-v-sisteme-vysshego-obrazovaniya-respubliki-uzbekistan>
24. Хакимов, М. (2020). роль инновационных технологий в развитии современной системы высшего образования. interconf, (16). вилучено із <https://ojs.ukrlogos.in.ua/index.php/interconf/article/view/2581>



25. Хакимов, М. 2021. Дистанционное изучение иностранных языков: современные тенденции и перспективы развития. Общество и инновации. 2, 8/S (сен. 2021), 252–257. DOI: <https://doi.org/10.47689/2181-1415-vol2-iss8/S-pp252-257> .
26. Rafikovich H. M. the classification of teaching methods in higher education //journal of positive school psychology. – 2022. – с. 1582–1587-1582–1587. <https://www.journalppw.com/index.php/jpsp/article/view/6098>
<https://www.journalppw.com/index.php/jpsp/article/view/6098/4019>
27. Ibragimova Malika Shavkatovna. (2022). characteristics of rehabilitation of children with cerebral palsy and speech defects. conference zone, 410–414. retrieved from <http://conferencezone.org/index.php/cz/article/view/877>
28. Ibragimova Malika Shavkatovna. (2022). effectiveness of hydrokinesiotherapy in the rehabilitation of children with spastic cerebral palsy. conference zone, 507–511. retrieved from <http://conferencezone.org/index.php/cz/article/view/887>
29. Чуканина Д. Б., Хакимов М. Р. использование видео и аудио педагогических технологий в изучении иностранного языка //ученый XXI века. – с. 55.
30. Хакимов М. Р. роль инновационных технологий в развитии современной системы высшего образования //editor coordinator. – 2020. – с. 189. https://uch21vek.com/assets/uch21vek_2_5_2016.pdf#page=55
31. Тухтасинов , И. и Хакимов , М. 2021. современные взгляды на проблему дистанционного и традиционного методов обучения итальянскому языку в высших учебных заведениях . общество и инновации. 2, 2 (апр. 2021), 111–117. doi: <https://doi.org/10.47689/2181-1415-vol2-iss2-pp111-117> .
32. Amanova N.F Amanova F.F . innovative activity in the field of tourism. euro-asia conferences, 1(1), 308–309. retrieved from <http://papers.euroasiacference.com/index.php/eac/article/view/97>
33. Amanova N.F Amanova F.F (2022) Malum bir maqsadga <https://conf.iscience.uz/index.php/yumti/article/view/118/110>
34. Amanova N, and Amanova F. "problems of quality of <http://sciencebox.uz/index.php/ajed/article/view/1515/1403>
35. Normuradova N, and Amanova N. "teaching https://eprajournals.com/jpanel/upload/1206am_41.EPRA%20JOURNALS-2147.pdf
36. Amanova N.F. "active teaching strategies <https://doi.org/10.5958/2249-7137.2021.02068.1>