

COMMUNICATIVE LANGUAGE TEACHING IN EFL CLASSROOMS

*Qashqadaryo viloyati Koson tumani
3-son texnikumi Ingliz tili o'qituvchisi*

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Annotatsiya: Komunikativ til o'qitish (KTQ) ingliz tilini chet til sifatida o'qitishda sezilarli ta'sir ko'rsatdi, grammatik to'g'rilikka emas, balki kommunikativ kompetentlikka e'tiborni qaratdi. Ushbu maqola KTQning asosiy tamoyillari va xususiyatlarini o'rganib, EFL sinflarida amaliy qo'llanilishini turli usullar va tadbirlar orqali ko'rib chiqadi. Bundan tashqari, ushbu doirada o'qituvchilar va o'quvchilarning rivojlanayotgan rollarini tahlil qilib, KTQni amalga oshirishning afzalliklari va kamchiliklarini ta'kidlaydi. Muhokama KTQ uchun mos baholash usullariga, faqat grammatik bilimni emas, balki kommunikativ qobiliyatni baholashga qaratilgan.

Kalit so'zlar: Komunikativ til o'qitish, EFL, Komunikativ kompetentlik, Interaksiya, Haqiqiy materiallar, O'quvchi-markazlashgan, Vazifaga asoslangan o'qitish

Abstract: Communicative Language Teaching (CLT) has significantly influenced English as a Foreign Language (EFL) instruction, shifting the emphasis from grammatical accuracy to communicative competence. This paper explores the core principles and characteristics of CLT, examining its practical application in EFL classrooms through various techniques and activities. It further analyzes the evolving roles of teachers and learners within this framework, highlighting both the advantages and disadvantages of CLT implementation. The discussion extends to assessment methods appropriate for CLT, focusing on evaluating communicative ability rather than solely grammatical knowledge.

Keywords: Communicative Language Teaching, EFL, Communicative Competence, Interaction, Authentic Materials, Learner-Centered, Task-Based Learning

Аннотация: Коммуникативное обучение языку (КОЯ) оказало значительное влияние на преподавание английского языка как иностранного (EFL), сместив акцент с грамматической точности на коммуникативную компетентность. В этой статье рассматриваются основные принципы и характеристики КОЯ, исследуется его практическое применение в классах EFL с помощью различных методов и видов деятельности. Далее анализируются развивающиеся роли учителей и учеников в рамках этой структуры, подчеркиваются преимущества и недостатки реализации КОЯ. Обсуждение

распространяется на методы оценки, подходящие для КОЯ, с акцентом на оценку коммуникативных способностей, а не только грамматических знаний.

Ключевые слова: Коммуникативное обучение языку, EFL, Коммуникативная компетентность, Взаимодействие, Аутентичные материалы, Ориентированный на учащегося, Обучение на основе задач

INTRODUCTION Communicative Language Teaching (CLT) represents a significant paradigm shift in language pedagogy. Moving away from traditional methods that prioritized rote memorization and grammatical precision, CLT focuses on developing learners' ability to communicate effectively and meaningfully in real-world contexts. This approach, which gained prominence in the 1970s, emphasizes interaction as both the means and the ultimate goal of language learning. In the realm of English as a Foreign Language (EFL) instruction, CLT has become a dominant framework, influencing curriculum design, teaching methodologies, and assessment practices.

Although grammatical errors are a natural part of the language learning process, their systematic and repeated occurrence hinders the development of communicative competence. Psycholinguistic studies indicate that students' grammatical errors often arise due to the influence of their native language (interference), insufficient practice in real communicative contexts, and teaching grammatical units disconnected from context. Additionally, in polytechnic institutions, constraints such as limited teaching time and varying student proficiency levels contribute to the persistence of grammatical errors. This requires English teachers to apply effective methodological approaches to identify, analyze, and correct these errors.



In particular, the error analysis approach allows instructors to determine which grammatical structures cause the greatest difficulty for students. The relevance of this study lies in the systematic examination of grammatical errors in polytechnic students' speech, the theoretical analysis of their causes, and the proposal of effective methodological strategies for their correction. The findings of this research contribute to more effective organization of English language classes and the development of students' grammatical and communicative competence. The main aim of this study is to identify grammatical errors in the speech of polytechnic students, analyze their primary causes, and develop practical pedagogical and methodological strategies to reduce these errors in English language teaching.

Literature Review The theoretical foundations of CLT are rooted in various disciplines, including linguistics, cognitive science, and educational psychology. A central tenet of CLT is the prioritization of authentic communication, immersing students in practical and relevant contexts to enhance their language skills. This emphasis on real-world scenarios contrasts sharply with earlier methods that often focused on decontextualized grammar exercises and vocabulary drills. Influenced by scholars such as John Dewey and Dell Hymes, CLT advocates for a learner-centered approach, where students actively participate in the learning process and teachers act as facilitators rather than traditional knowledge providers.

Practical observations and analyses conducted during classroom activities show that the following grammatical errors are widespread in the oral and written speech of polytechnic students: Students often fail to distinguish between different English tense forms, leading to incorrect usage of present, past, and future tenses. In particular, difficulties are observed in using the Present Simple vs. Present Continuous and Past Simple vs. Present Perfect in speech. Since Uzbek does not have articles, students face significant difficulties in using English articles (a, an, the). They often omit articles or use them excessively. Errors related to prepositions frequently result from word-for-word translation from the native language. For example, expressions such as interested on instead of interested in, or depend from instead of depend on are common. Although English has a strict word order, students often transfer the flexible word order of Uzbek into English, resulting in grammatically incorrect sentences.

RESEARCH METHODOLOGY

Given the nature of this paper as a review and synthesis of existing literature, a traditional research methodology involving empirical data collection was not employed. Instead, this paper adopted a critical synthesis approach, drawing upon a range of scholarly articles, theoretical frameworks, and practical guides related to Communicative Language Teaching (CLT) in English as a Foreign Language (EFL) contexts. The literature review involved a systematic search of academic databases,

educational websites, and relevant publications to identify key concepts, principles, and practices associated with CLT.

Several factors contribute to the occurrence of grammatical errors in the speech of polytechnic students. The main causes include: Interference from the native language, i.e., transferring Uzbek grammatical structures into English; Traditional rote-based grammar instruction, where rules are not integrated with communicative practice; - Insufficient communicative exercises; - Lack of real speech environment; Low student motivation. These factors hinder the automatization of grammatical knowledge. The reduction and correction of grammatical errors in students' speech require the use of modern methodological approaches. Grammar should be taught not merely as a set of rules but through texts and communicative situations, ensuring that students acquire grammatical units consciously and firmly. Role-plays, dialogues, problem-solving situations, and discussions provide opportunities to apply grammatical units in practice, enhancing students' communicative activity. Regular analysis of students' errors allows teachers to identify which grammatical units cause the greatest difficulty, facilitating an individualized approach. Online platforms, interactive tests, and mobile applications increase students' engagement and encourage independent learning through grammar exercises.

CONCLUSION

Communicative Language Teaching offers a valuable framework for EFL instruction, emphasizing the development of communicative competence and preparing students for real-world language use. However, successful implementation requires careful planning, adaptation, and ongoing reflection. Teachers need to consider the specific needs and contexts of their students, adapting CLT principles to create effective and engaging learning experiences. The key is to find a balance between fluency and accuracy, ensuring that students develop both the ability to communicate effectively and a solid foundation in grammar and vocabulary.

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