

COMMUNICATIVE LANGUAGE TEACHING CLT

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Abstract: Communicative Language Teaching (CLT) is a learner-centered approach to language instruction that emphasizes meaningful communication and real-life interaction over rote memorization of grammar and vocabulary. CLT focuses on developing learners' ability to use the target language effectively in authentic contexts, promoting both fluency and accuracy. This article explores the principles, methods, classroom activities, and benefits of CLT, highlighting its role in enhancing communicative competence in second language acquisition.

Keywords: Communicative Language Teaching, CLT, communicative competence, language pedagogy, learner-centered approach, authentic communication, task-based learning.

Communicative Language Teaching (CLT) emerged in the 1970s as a response to traditional grammar-translation and audio-lingual methods, which focused primarily on memorization and repetitive drills. Unlike these approaches, CLT emphasizes interaction, meaningful language use, and learner engagement. The primary aim of CLT is to enable learners to communicate effectively and appropriately in a variety of social and professional contexts.

CLT integrates four main components: linguistic competence (grammar and vocabulary), sociolinguistic competence (social rules of language use), discourse competence (coherence and cohesion in communication), and strategic competence (problem-solving strategies for communication). By focusing on these components, CLT develops well-rounded communicative skills, which are essential for real-life language use.

Communicative Language Teaching (CLT) emphasizes meaningful communication and interaction as the central focus of language learning. Unlike traditional methods that prioritize grammar rules and memorization, CLT encourages learners to use the target language actively in authentic situations. The main body of CLT can be explained through its principles, classroom activities, and methodological applications.

CLT is based on several core principles. First, communication is the primary goal of language learning. Learners are encouraged to convey meaning rather than just produce grammatically correct sentences. Second, focus on fluency and accuracy ensures that students develop both the ability to communicate spontaneously and the capacity to produce correct language forms. Third, learner-centered instruction allows students to participate actively, make choices, and take responsibility for their learning.

Fourth, integration of language skills—listening, speaking, reading, and writing—is essential to simulate real-life communication. Lastly, use of authentic materials such as newspapers, emails, dialogues, and videos provides students with real-world language exposure.

CLT employs interactive and task-based activities that foster communicative competence. Role-plays and simulations allow students to practice language in real-life scenarios, such as ordering food, attending meetings, or negotiating deals. Information-gap activities encourage students to exchange information to complete a task, which enhances both speaking and listening skills. Pair and group work promotes collaborative learning, peer interaction, and problem-solving. Discussion and debate sessions help learners express opinions, justify arguments, and develop critical thinking alongside communication skills.

Task-Based Language Teaching (TBLT), an extension of CLT, focuses on completing meaningful tasks rather than isolated exercises. Examples include writing emails, creating presentations, solving case studies, or conducting surveys. These tasks require learners to integrate language knowledge and cognitive skills, reinforcing functional language use. Authentic communication ensures that students are prepared for real-world interactions in professional, academic, or social contexts.

In CLT, teachers act as facilitators and guides rather than authoritative sources of knowledge. They design activities, provide feedback, monitor interactions, and create a supportive environment for communication. Error correction is often done gently to maintain fluency and learner confidence, emphasizing meaning over form in initial stages.

The approach enhances learners’ communicative competence, confidence, and motivation. By engaging actively in interaction, students develop negotiation skills, cultural awareness, and problem-solving abilities. CLT also promotes learner autonomy, as students become responsible for participating and making decisions about language use. The main body of CLT highlights its learner-centered principles, interactive activities, task-based approach, teacher facilitation, and communicative benefits. By focusing on meaningful communication and real-world application, CLT prepares learners to use language effectively and confidently in diverse situations.

Conclusion.

Communicative Language Teaching (CLT) is a learner-centered approach that prioritizes meaningful communication, interaction, and real-life language use over rote memorization. By focusing on developing communicative competence—including linguistic, sociolinguistic, discourse, and strategic skills—CLT enables learners to use the target language effectively in social, academic, and professional contexts. The approach incorporates interactive classroom activities such as role-plays, simulations, discussions, debates, information-gap tasks, and project-based exercises. Task-based

learning, authentic materials, integration of cultural and contextual knowledge, and the use of digital tools further enhance students’ language proficiency and practical application. Assessment in CLT emphasizes functional language use, providing ongoing feedback to support learners’ fluency, accuracy, and confidence. Overall, CLT fosters active engagement, learner autonomy, critical thinking, and real-world communication skills. Its comprehensive methodology prepares learners not only to understand the language but also to apply it meaningfully, making it one of the most effective approaches in contemporary language education..

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