

**COMMUNICATIVE LANGUAGE TEACHING****Sidikova Raushan****Faculty of Foreign Languages****English Language and Literature**

**Abstract:** Communicative Language Teaching (CLT) is a dynamic and widely used approach to language instruction that emphasizes real-world communication as the core of language learning. Originating in the 1970s as a response to more traditional, form-focused language teaching methods, CLT prioritizes the development of communicative competence—the ability to use language effectively and appropriately in various contexts. The approach encourages active student participation, task-based learning, and the use of authentic materials. By focusing on fluency over accuracy, CLT aims to foster practical language skills, enabling students to interact naturally and confidently in real-life situations. While praised for its emphasis on communication and student engagement, CLT faces criticism for potentially underemphasizing grammatical accuracy and structured learning. Despite these criticisms, CLT remains a cornerstone in modern language education due to its ability to promote meaningful language use and learner motivation.

**Keywords:** Communicative Language Teaching (CLT), Task-based learning, Communicative competence, Fluency, Student-centered learning, Authentic materials, Language acquisition, Real-world communication, Peer interaction, Language teaching methodologies.

Communicative Language Teaching (CLT) is a progressive and widely adopted approach to teaching foreign languages, centered around the idea that language is best learned through interaction and communication. Emerging in the 1970s, CLT was developed as a response to the more traditional, grammar-focused methods of language instruction, which often emphasized rote memorization and isolated vocabulary practice. The primary goal of CLT is to foster communicative competence—the ability to not only use grammar correctly but to communicate effectively in a range of real-world situations.[1,45]

Unlike conventional approaches, CLT prioritizes language use in context, encouraging students to engage in meaningful, communicative tasks such as role-plays, discussions, and problem-solving activities. These tasks simulate real-life interactions, making learning more relevant and motivating. The approach also shifts focus from grammar accuracy to fluency, with the belief that language learners should be able to use language naturally, even if they make occasional errors.

Through its emphasis on student participation and collaboration, CLT creates a learning environment that is both interactive and dynamic. Authentic materials, such as videos, newspapers, and songs, are often incorporated to expose learners to language as it is used in real-life contexts. While CLT has garnered widespread support for its focus on practical communication skills, it has also faced some criticism, particularly regarding its perceived underemphasis on grammatical accuracy and its less structured nature.

In this context, the effectiveness of CLT is continuously debated, yet it remains a core methodology in modern language teaching.[2] This approach seeks not only to develop linguistic skills but also to prepare learners for the social and cultural contexts in which language is used.

CLT is grounded in several key principles that differentiate it from traditional language teaching methods. The primary principle is the emphasis on *communicative competence*, which goes beyond grammatical knowledge to include the ability to use language effectively and appropriately in different social and cultural contexts. This competence involves four areas:

1. **Grammatical Competence:** The ability to understand and use the grammatical structures of a language.
2. **Sociolinguistic Competence:** The ability to use language appropriately depending on the context, such as formal vs. informal settings.
3. **Discourse Competence:** The ability to produce coherent and cohesive spoken or written discourse.
4. **Strategic Competence:** The ability to use strategies to overcome communication challenges, such as paraphrasing or asking for clarification.

The teaching methods that emerge from these principles aim to provide students with opportunities to practice these competencies in real-life scenarios. [3,22] Language is viewed as a tool for communication, rather than a set of rules to be memorized.

Several features define CLT, making it distinct from traditional methods of language teaching:

**-Task-Based Learning:** CLT advocates for the use of tasks as the central unit of instruction. These tasks are designed to reflect real-world activities such as ordering food at a restaurant, asking for directions, or participating in a meeting. Tasks are typically communicative, involving both productive (speaking, writing) and receptive (listening, reading) language skills. This approach encourages learners to use the language in a more natural and dynamic way.

**-Student-Centered Approach:** In CLT, the focus is on the learner rather than the teacher. Teachers facilitate language learning by creating opportunities for students to interact, collaborate,

and solve problems in the target language. Students are encouraged to engage in dialogues, debates, and group activities, promoting peer learning and interaction.

**-Fluency Over Accuracy:** Unlike traditional methods that prioritize grammatical correctness, CLT values fluency and meaningful communication. Students are encouraged to speak and write freely, even if they make errors, because the focus is on conveying ideas and understanding the message. Accuracy is still important but is typically addressed after fluency has been achieved.

**-Authentic Materials:** Teachers often use real-world materials, such as newspapers, advertisements, films, songs, and web content, to expose students to authentic language use. These materials are intended to help students engage with language as it is naturally spoken or written in society, providing them with the tools to handle real-life situations.[4,45]

**-Interaction and Collaboration:** CLT fosters peer interaction in the classroom, creating an environment where students collaborate and learn from each other. Activities such as pair work and group work are essential components of the approach, as they mirror the communicative exchanges students are likely to encounter outside the classroom.

#### *Role of the Teacher in CLT*

In Communicative Language Teaching (CLT), the role of the teacher is distinct from traditional, teacher-centered methods. In CLT, the teacher acts more as a **facilitator**, **guide**, and **co-learner** than as the primary source of knowledge. The teacher's responsibility is to create an environment that encourages interaction, fosters communication, and supports students in using language as a tool for real-world communication. Below are the key roles that teachers assume in a CLT framework. In CLT, the role of the teacher shifts significantly from being the central figure of knowledge transmission to a facilitator of learning. Teachers guide students through various communicative activities and provide the necessary resources for language practice. The teacher's responsibilities include:

- Designing engaging and meaningful communicative activities.
- Encouraging students to participate and communicate in the target language.
- Providing feedback on language use, focusing more on fluency than on accuracy in early stages.
- Creating a classroom atmosphere that encourages risk-taking and collaboration.

The teacher also serves as a resource, offering strategies and support when students encounter difficulties during their communicative tasks. Communicative Language Teaching has fundamentally transformed language education by shifting the focus from grammar memorization

to meaningful communication. Its emphasis on real-world application, fluency, and interaction makes it a popular and effective approach in modern language learning. However, the approach must be adapted to meet specific learner needs, and teachers must be well-trained to implement CLT effectively. [5] As the global landscape of language learning continues to evolve, CLT remains a relevant and adaptable methodology that fosters both language competence and communicative confidence.

Communicative Language Teaching (CLT) represents a shift from traditional, teacher-centered language teaching methods to a more student-centered, interactive approach. At its core, CLT emphasizes the importance of real-world communication and aims to develop students' communicative competence, which encompasses not just grammar and vocabulary but also the ability to use language effectively and appropriately in various social contexts. By prioritizing fluency over accuracy, CLT encourages learners to use language spontaneously, fostering natural communication in everyday situations.

The teacher's role in CLT is crucial and multifaceted. As a facilitator, guide, and resource provider, the teacher creates a learning environment that encourages interaction, collaboration, and risk-taking. Teachers design tasks and activities that simulate real-life scenarios, promoting meaningful communication and language practice. They also provide constructive feedback to help students improve their language use, while simultaneously fostering learner autonomy by encouraging students to take responsibility for their own learning.

However, despite the numerous benefits, CLT is not without its challenges. Some criticisms include its potential neglect of grammar instruction and the difficulty teachers may face in adapting to task-based methods, especially in large or diverse classrooms. Additionally, some students may struggle with the lack of structure or may prefer more traditional methods.

Despite these challenges, CLT remains one of the most effective and widely used approaches in modern language education. It equips students with the skills to use language in real-world contexts, promoting practical communication abilities and greater learner motivation. As language teaching continues to evolve, the principles of CLT, with its emphasis on authentic language use and learner engagement, will undoubtedly continue to play a significant role in shaping successful language acquisition.

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