



COMMUNICATIVE APPROACH, SPEAKING SKILLS, LISTENING SKILLS, TESOL, LANGUAGE CLASSROOM, FLUENCY, INTERACTION, COMMUNICATIVE COMPETENCE, AUTHENTIC MATERIALS, STUDENT-CENTERED

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Abstract: *Developing speaking and listening skills is central to effective communication in any language, and it is particularly vital in English language teaching. Through Communicative Language Teaching (CLT) within TESOL (Teaching English to Speakers of Other Languages) classrooms, these skills are cultivated and refined. This approach emphasizes the use of language as a tool for authentic communication, shifting the focus from rote memorization of grammar rules to meaningful interaction. The effectiveness of CLT lies in its ability to create an environment where learners engage in purposeful communication and develop fluency as well as accuracy.*

Key words: *communicative approach, speaking skills, listening skills, TESOL, language classroom, fluency, interaction, communicative competence, authentic materials, student-centered.*

Аннотация: *Развитие навыков устной речи и аудирования имеет решающее значение для эффективного общения на любом языке, и это особенно важно при обучении английскому языку. Благодаря коммуникативному языковому обучению (CLT) в классах TESOL (Преподавание английского языка носителям других языков) эти навыки развиваются и совершенствуются. Этот подход делает акцент на использовании языка как инструмента аутентичного общения, перенося акцент с механического запоминания грамматических правил на осмысленное взаимодействие. Эффективность CLT заключается в его способности*

создавать среду, в которой учащиеся участвуют в целенаправленном общении и развивают беглость и аккуратность.

Ключевые слова: коммуникативный подход, навыки говорения, аудирования, TESOL, языковой класс, свободное владение языком, взаимодействие, коммуникативная компетентность, аутентичные материалы, ориентация на студента.

Annotatsiya: Nutq va tinglash ko'nikmalarini rivojlantirish har qanday tilda samarali muloqot qilish uchun markaziy o'rinni tutadi va bu ingliz tilini o'rgatishda ayniqsa muhimdir. TESOL (Boshqa tillarda so'zlashuvchilarga ingliz tilini o'rgatish) sinflarida kommunikativ til o'rgatish (CLT) orqali bu ko'nikmalar rivojlantiriladi va takomillashtiriladi. Bu yondashuv tildan haqiqiy muloqot vositasi sifatida foydalanishga urg'u beradi, diqqatni grammatika qoidalarini yoddan yodlashdan mazmunli o'zaro ta'sirga o'tkazadi. CLT ning samaradorligi uning o'quvchilar maqsadli muloqotda bo'ladigan va ravonlikni, shuningdek, anqlikni rivojlantiradigan muhit yaratish qobiliyatidadir.

Kalit so'zlar: kommunikativ yondashuv, nutq ko'nikmalar, tinglash ko'nikmalar, TESOL, til sinfi, ravonlik, o'zaro ta'sir, kommunikativ kompetentsiya, haqiqiy materiallar, talabalarga qaratilgan.

INTRODUCTION

CLT approaches prioritize real communication, encouraging students to express their ideas, share information, and comprehend messages in varied contexts. In TESOL classrooms, this means that lessons are designed to involve learners in pair work, group activities, and discussions, all of which provide ample opportunities to practice speaking and listening. The teacher's role moves from information provider to facilitator, guiding learners in their use of language and supporting their communicative development by providing appropriate input and feedback. Developing speaking skills through CLT involves exposure to genuine, spontaneous use of language. Tasks such as role-plays, debates, information gaps, and interactive storytelling provide platforms for learners to articulate their thoughts, negotiate



meaning, and participate actively in dialogue. In these activities, language is not merely practiced but used to achieve specific communicative goals. As learners engage in these tasks, they learn to formulate ideas, keep conversations going, and express themselves more confidently, which in turn increases their motivation and ability to communicate outside the classroom.

MATERIALS AND METHODS

Listening comprehension, likewise, is addressed through exposing learners to authentic spoken language in a variety of contexts. The focus is not only on understanding every word but on extracting meaning from the context, interpreting intention, recognizing stress and intonation patterns, and responding appropriately. TESOL teachers may use a range of spoken materials, including conversations, interviews, lectures, and audio-visual content, chosen for their relevance and level of challenge. Students develop skills such as identifying main ideas, inferring meaning, and listening for specific information, all of which are integral to real-world understanding. One of the key strengths of CLT is how it encourages interaction and collaborative learning. In a CLT-oriented classroom, students are not passive recipients of knowledge; instead, they are active participants. The dynamics of group or pair work foster cooperation, negotiation of meaning, and joint problem-solving, all of which are highly beneficial for both speaking and listening. Students are exposed to various accents, dialects, and speaking speeds, which further broadens their linguistic repertoire and prepares them to interact with a diverse range of English speakers globally [1].

Feedback and assessment in CLT-based TESOL classrooms are designed to promote continuous improvement. Instead of focusing solely on accuracy or penalizing mistakes, teachers provide constructive feedback that guides learners toward greater fluency and more effective communication strategies. Errors are treated as a natural part of language development and viewed as opportunities for learning, not simply as flaws to be corrected. This approach creates a supportive atmosphere in which learners are less anxious and more willing to experiment with

language and take communicative risks. The integration of listening and speaking practice fosters comprehensive communication competence. Activities are often designed so that listening naturally leads to speaking: learners listen to a recording and then discuss its contents, or they listen to one another in a group task and respond accordingly. This interplay between receptive and productive skills mirrors authentic language use, where understanding and responding are equally important [2].

RESULTS AND DISCUSSIONS

CLT emphasizes the importance of meaningful context in language learning. Lessons are often built around real-life situations that learners are likely to encounter outside the classroom. For example, making requests, giving directions, or discussing opinions are all situations in which both speaking and listening are essential. By practicing these scenarios, learners gain the confidence and flexibility to handle similar communicative tasks in their daily lives. This contextual focus not only makes lessons more engaging and relevant but also helps ensure that language learning is practical and transferable. In TESOL classrooms, cultural aspects are intertwined with language learning. Communication is not only about exchanging words but also about understanding social norms, cultural references, and acceptable forms of interaction. Through CLT, students are exposed to a variety of communicative styles, and they develop skills in interpreting and appropriately responding to different communicative cues. This cultural awareness is indispensable for effective communication in a global context. Materials used in CLT-based TESOL instruction are selected for their authenticity and communicative value rather than for strict adherence to grammatical progression. Songs, news articles, videos, and recorded conversations all serve as resources through which students engage with the living language. The use of such materials ensures that students are challenged by genuine English as it is spoken and used in everyday life, rather than sanitized or overly simplified textbook language [3].

Teacher preparation and adaptability are critical in successfully implementing CLT. TESOL professionals need to be adept at designing tasks that



stimulate communication, selecting appropriate materials, and managing classroom interactions. They also need to be sensitive to the varying linguistic backgrounds and communicative needs of their students, shaping lessons to suit diverse groups. Continuous professional development helps teachers stay informed about new strategies and technologies that can further enhance CLT practice. Challenges may arise in CLT implementation, particularly in contexts where traditional, grammar-focused methods have dominated. Learners may initially feel uncomfortable with the reduced emphasis on accuracy, or unsure about working collaboratively. Teachers may need to provide reassurance, clarify the benefits of communicative practice, and gradually build students' confidence and cooperative skills. Flexibility and patience are required as both teachers and learners adapt to this more dynamic, student-centered approach. Assessment in CLT settings is also evolving. Rather than relying exclusively on written tests, assessment may include observation of communicative performance, self-assessment, peer feedback, and portfolios of speaking activities. This reflects the realities of language use, focusing on what learners can do with the language rather than just what they know about it. Through ongoing, formative assessment, learners receive meaningful feedback and clear direction for further development [4].

The relationship between language and thought is central to CLT philosophies. As learners practice speaking and listening, they not only acquire new linguistic forms but also new ways of expressing ideas and understanding others. Engaging in meaningful communication strengthens cognitive processes related to language use, such as organizing thoughts, making inferences, and drawing conclusions. These skills benefit learners both within and beyond the language classroom. Technology has increasingly become a powerful ally in advancing communicative skills. While CLT's core principles remain unchanged, digital tools offer fresh opportunities for authentic listening and speaking practice. Online discussion boards, language exchange apps, audio and video recordings, and interactive software allow for extended communication practice and exposure to



varied English dialects and registers. Learners can participate in synchronous or asynchronous conversations, record themselves, and receive instant feedback, all of which support language development and autonomy. In today's interconnected world, communicative competence in English is more important than ever. CLT in TESOL classrooms offers a flexible, culturally responsive, and engaging framework for language learning. By prioritizing real communication, fostering interaction, and contextualizing learning, CLT helps learners achieve not just proficiency in the mechanics of the language, but the confidence and skill to use English meaningfully in their lives. The continuous evolution of teaching materials, assessment strategies, and technology-enhanced resources promises to further strengthen CLT's impact in the years to come [5].

CONCLUSION

In conclusion, focusing on developing speaking and listening skills through Communicative Language Teaching brings about a transformative experience in TESOL classrooms. It equips learners not just with knowledge of the English language, but with the practical ability to interact, negotiate meaning, and function effectively in diverse communicative settings. CLT's emphasis on meaningful practice, real-world contexts, and ongoing feedback ensures that language learning is both enjoyable and effective. As TESOL professionals and learners continue to embrace communicative approaches, the benefits for language proficiency, cultural understanding, and international engagement will continue to flourish.

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