



COMMUNICATIVE MEANING-MAKING IN ENGLISH LANGUAGE TEACHING: PRACTICES AND LEARNER RESPONSE

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Abstract: *This article examines the role of communicative meaning-making in English language teaching, focusing on its implementation in classroom practice and learner response. It discusses the key principles of meaning-oriented communication, highlights challenges in traditional grammar-focused contexts, and suggests effective strategies such as interactive tasks, scaffolding, and learner-centered activities. The study emphasizes that communicative meaning-making enhances learners' fluency, confidence, and ability to use language in real-life situations. Learner responses show generally positive attitudes, although successful outcomes depend on appropriate task design and teacher support.*

Keywords: *Communicative meaning-making, communicative competence, learner-centered learning, interaction, scaffolding, language pedagogy, fluency*

Introduction

Communicative meaning-making has become an essential concept in modern language teaching. Unlike traditional approaches that focus mainly on grammar and accuracy, this approach emphasizes the ability of learners to express and understand meaning in real communication. Learners are encouraged to actively use language to share ideas, solve problems, and interact with others.

This article explores how communicative meaning-making can be implemented in English language classrooms and analyzes learner responses to such practices.

Principles of communicative meaning-making

Communicative meaning-making is based on the principles of communicative language teaching (CLT). It focuses on:



Use of meaningful communication instead of isolated grammar exercises.

Learner interaction and negotiation of meaning.

Focus on fluency before accuracy.

Use of real-life contexts and authentic situations.

Integration of speaking, listening, reading, and writing skills.

Learners are not only expected to produce correct sentences but also to successfully communicate their ideas.

Challenges in implementation.

In many educational contexts, including Uzbekistan, classrooms are often influenced by traditional methods. This creates several challenges:

Students may focus too much on grammar and be afraid of making mistakes.

Limited speaking practice reduces opportunities for communication.

Large classes make interaction difficult.

Learners may feel shy or lack confidence.

These factors can prevent effective communicative meaning-making in the classroom.

Strategies for effective implementation

To support communicative meaning-making, teachers can use the following strategies:

Interactive tasks – Role plays, discussions, and problem-solving activities that require communication.

Scaffolding – Providing vocabulary, sentence frames, and models to support learners.

Pair and group work – Encouraging collaboration and peer learning.

Focus on meaning first – Allowing students to express ideas freely before correcting mistakes.

Real-life contexts – Using topics related to students' daily lives and experiences.

Teacher as facilitator – Guiding communication instead of dominating the lesson.



Learner response.

Research and classroom observations show that learner responses to communicative meaning-making are generally positive.

Positive responses:

- Increased motivation and engagement in lessons.
- Improved speaking confidence.
- Better ability to express ideas in English.
- More active participation in class.

Challenges in response:

Some learners feel anxious when speaking.

Lower-level students may need more support.

Advanced learners may need more challenging tasks.

Overall, students appreciate the opportunity to use English in meaningful ways.

Table 1. Implementation of communicative meaning-making and learner response

Aspect	Implementation Strategies	Learner Response
Task Design	Meaning-focused tasks, real-life situations	Higher motivation; better engagement
Interaction	Pair work, group discussions	Increased participation; peer support
Scaffolding	Vocabulary support, sentence frames	Improved confidence, especially for weaker learners
Teacher's Role	Facilitator and guide	Reduced anxiety; supportive environment
Fluency Focus	Delayed error correction	More natural communication
Overall Outcome	Meaningful communication practice	Positive attitude; improved communicative competence



Conclusion

Communicative meaning-making plays a crucial role in developing learners' ability to use English effectively. By focusing on meaningful interaction rather than only grammar, teachers can create more engaging and productive learning environments. Although challenges exist, especially in traditional contexts, the benefits of increased motivation, confidence, and communicative competence make this approach highly valuable. Successful implementation depends on careful planning, appropriate support, and a learner-centered teaching approach.

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