

**COMMUNICATIVE LANGUAGE TEACHING IN ENGLISH LANGUAGE
TEACHING METHODOLOGY**

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Abstract

Communicative Language Teaching (CLT) is one of the most influential approaches in modern language education. It emphasizes the ability to use language for meaningful communication rather than only memorizing grammar rules. This article discusses the main principles of CLT, its historical background, classroom procedures, advantages, and possible limitations. The paper also shows why CLT remains important in English language teaching today. The analysis is based on a review of methodological literature and on the practical needs of language learners who must develop communicative competence in real-life situations.

Keywords: *Communicative Language Teaching, English language teaching, communicative competence, learner-centered instruction, interaction*

Introduction

English language teaching has changed significantly over the past decades. Traditional methods often focused on grammar explanations, translation, and repetition, but many learners still struggled to use the language in real communication. For this reason, Communicative Language Teaching emerged as a response to the need for practical language use. CLT places communication at the center of learning and encourages students to speak, listen, read, and write in meaningful contexts. Its relevance is especially clear in classrooms where learners need English for academic, professional, or international communication.

Literature Review

The theoretical basis of CLT is connected with the idea of communicative competence introduced by Dell Hymes, who argued that knowing a language means more than knowing its grammar. Later, Canale and Swain developed this idea by describing grammatical, sociolinguistic, discourse, and strategic competence. These concepts influenced language teaching by shifting attention from form alone to effective language use. Researchers such as Littlewood, Richards, and Savignon also showed that interaction, authentic tasks, and learner participation are essential in communicative classrooms.

Main Body

The core principle of CLT is that language is learned best through communication. In a communicative classroom, students do not only study structures; they use language to solve problems, exchange information, and express personal ideas. The teacher acts as a facilitator who organizes pair work, group work, role plays, interviews, information-gap activities, and problem-solving tasks. These activities create opportunities for meaningful interaction and help students develop fluency as well as accuracy.

Another important feature of CLT is the use of authentic materials. Real texts, dialogues, advertisements, forms, short videos, and everyday situations make learning more practical and relevant. When learners engage with real-life language, they understand how English works outside the textbook. This also increases motivation because students can see the direct connection between classroom learning and actual communication.

CLT has many advantages. It improves speaking confidence, encourages cooperation, develops learner independence, and prepares students for real communication. At the same time, the approach may face difficulties. Large classes, limited time, exam-oriented curricula, and teachers' lack of training can reduce its effectiveness. In some contexts, students also need more grammar support, especially at beginner levels. For this reason, CLT works best when it is balanced with clear language instruction and careful teacher guidance.

Results

The review shows that CLT is highly effective for developing communicative competence, especially when learners have enough chances to interact in English. It supports active participation and helps students become more confident language users. However, successful implementation depends on classroom conditions, learner level, and the teacher's ability to design meaningful activities. Therefore, CLT should be adapted to local educational needs rather than applied in a rigid way.

Conclusion

Communicative Language Teaching remains a major approach in English language teaching methodology because it focuses on real communication and learner involvement. Its main strength is that it helps students use English as a living language, not only as a set of rules. Although CLT has some limitations, it is still one of the most practical approaches for developing communicative competence. For modern English classrooms, the most successful practice is often a balanced combination of communication, grammar support, and meaningful interaction.

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