THE EFFECTIVENESS OF COMMUNICATIVE LANGUAGE TEACHING IN EFL CLASSROOMS

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Annotation

This thesis examines the effectiveness of Communicative Language Teaching (CLT) in English as a Foreign Language (EFL) programs through a review of empirical studies from 2015 to 2025. The findings show that CLT significantly enhances learners' speaking proficiency and overall communicative competence compared to traditional grammar-focused methods. Effective implementation of CLT relies on activity-based learning such as role-plays, problem-solving tasks, and collaborative activities, as well as sufficient teacher training. Although challenges exist in some EFL contexts, evidence consistently supports CLT's ability to improve real-world communication skills.

Keywords: Communicative Language Teaching, EFL classrooms, speaking proficiency, communicative competence, language teaching methodology, task-based learning

Аннотация

Данная выпускная работа рассматривает эффективность коммуникативного подхода в обучении языку (Communicative Language Teaching, CLT) в программах английского языка как иностранного (EFL) на основе анализа эмпирических исследований, проведённых в период с 2015 по 2025 годы. Результаты показывают, что CLT значительно повышает уровень разговорной речи и общую коммуникативную компетенцию учащихся по сравнению с традиционными методами, ориентированными на грамматику. Эффективная реализация CLT требует использования деятельностного обучения, включая ролевые игры, проблемно-ориентированные задания и совместную работу, а также надлежащей подготовки преподавателей. Несмотря на существующие трудности внедрения в

некоторых EFL-контекстах, исследования последовательно подтверждают эффективность CLT в развитии навыков реального общения.

Ключевые слова: коммуникативное обучение языку, классы EFL, разговорная речь, коммуникативная компетенция, методика преподавания языка, обучение на основе заданий

Annotatsiya

Ushbu bitiruv ishi ingliz tili chet tili sifatida oʻqitiladigan (EFL) dasturlarda Kommunikativ til oʻqitish (Communicative Language Teaching — CLT) yondashuvining samaradorligini 2015–2025 yillarda olib borilgan empirik tadqiqotlar tahlili asosida oʻrganadi. Natijalar CLT anʼanaviy, grammatikaga yoʻnaltirilgan usullarga nisbatan oʻquvchilarning ogʻzaki nutq koʻnikmalari va umumiy kommunikativ kompetensiyasini sezilarli darajada rivojlantirishini koʻrsatadi. CLTni samarali joriy etish rolli oʻyinlar, muammoli topshiriqlar va hamkorlikka asoslangan faoliyatlarni oʻz ichiga olgan faoliyatga yoʻnaltirilgan taʼlim hamda yetarli darajadagi oʻqituvchi tayyorgarligini talab qiladi. Ayrim EFL muhitlarida joriy etish bilan bogʻliq qiyinchiliklar mavjud boʻlishiga qaramay, tadqiqotlar CLTning real muloqot koʻnikmalarini rivojlantirishdagi samaradorligini izchil tasdiqlaydi.

Kalit soʻzlar: kommunikativ til oʻqitish, EFL sinflari, ogʻzaki nutq koʻnikmalari, kommunikativ kompetensiya, til oʻqitish metodikasi, topshiriqlarga asoslangan taʼlim

Introduction

Over the past few decades, the way English is taught has changed a lot. Teachers and instructors are now using more communicative methods instead of the old grammar-translation methods. Communicative Language Teaching (CLT) emerged as a response to the limitations of form-focused instruction, highlighting learners' ability to employ language for authentic communication [1]. In EFL environments when students have limited exposure to English beyond the classroom, the selection of teaching methodology is crucial. This thesis investigates the effectiveness of Communicative Language Teaching (CLT) in English as a Foreign Language (EFL) classrooms by analyzing empirical evidence from various studies, assessing its impact on a range of language skills,

comparing it to traditional methodologies, and pinpointing features that promote successful implementation.

Main part

Communicative Language Teaching is an approach that focuses on the learners' ability to use language for authentic communication through interactive, meaning-centered learning [1]. CLT has widely recognized for its emphasis on building communicative competence, a feature that sets it apart from other traditional approaches which stress grammatical accuracy and rote memorization. [2]. Some of the main ideas of CLT are activities that focus on the learner, working together, real-world communication challenges, and using all of the language abilities [3]. Because the Audio-Lingual Method and the Grammar-Translation Method did not do a good job of preparing students for communication in the real world, despite the fact that they concentrated on language forms, the Computer-Based Language Teaching (CLT) method was developed in the 1970s [4]. The theoretical foundations of CLT are developed from sociolinguistic concepts that place an emphasis on language as a medium for communication rather than merely as a set of rules that may be learned [5].

CLT Implementation in EFL Contexts

In order for teachers of English as a foreign language to successfully implement CLT in their classrooms, they typically need to employ certain instructional strategies. Role-playing, interviews, problem-solving tasks, pair and group work, and listening comprehension exercises are the primary activities that are utilized in cognitive linguistic therapy (CLT) therapies, according to research [6][7][8]. Rather than acting as typical lecturers, professors in these classrooms take on the role of facilitators, coordinating activities that encourage collaboration and assisting students in working together [1, 6]. However, there are a lot of obstacles that need to be overcome before CLT may be used in EFL settings. It has always been acknowledged that one of the most significant barriers to the successful adoption of CLT is the lack of teacher training that is specifically designed for it [9]. Furthermore, the conformity of Communicative Language Teaching (CLT) might be hindered by contextual limits such as large class sizes, evaluation systems that place an

emphasis on grammar, and limited resources [10], [11]. Research has shown that favorable effects are prevalent when teachers obtain sufficient training and utilize CLT ideas in their own classrooms [12]. This is despite the fact that there are concerns that have been raised.

An Empirical Investigation on the Effectiveness of CLT

A large number of empirical studies demonstrate that cognitive linguistic therapy (CLT) is effective in improving speaking abilities and communicative competence. Students that took part in activities such as interviewing, problem-solving, and role-playing (n=21) in a quasi-experimental study that was carried out at the University of Jeddah achieved significantly higher scores on speaking tests compared to a control group (n=21) that received conventional training [6]. Similar to the previous example, a study conducted on eighth-grade students discovered that the implementation of CLT led to statistically significant improvements in speaking proficiency (t = 2.744, which was higher than the threshold value of 1.670) [2].

CLT learners were shown to have superior communicative abilities compared to college students who were taught using traditional methods, according to the findings of a rigorous mixed-method study that involved 140 first-year college students [3]. Participants in a study conducted at the tertiary level and including thirty students demonstrated statistically significant improvements in their speaking abilities and expressed positive opinions regarding the effectiveness of Communicative Language Teaching (CLT) [8]. In addition, a program that lasted for five weeks and involved forty eighth-graders demonstrated significant increases in fluency, pronunciation, and coherence. Additionally, the participants saw an increase in motivation as a result of participating in activities such as role-playing, pair work, and listening comprehension tasks [7]. The experimental group of communicative language teaching (CLT) pupils did better on the final exams and had more favorable views toward the process of learning languages than the control group, according to the findings of a trial that was carried out in Iran with sixty kids at the primary level [1]. In order to provide solid proof of the effectiveness of CLT in promoting communicative competence, these data from a variety of educational levels and cultural settings are presented.

CLT versus Grammar-Translation Method

In terms of what they teach and what students learn, comparative studies have shown that the Grammar-Translation Method (GTM) and the Critical Language Teaching (CLT) are extremely distinct from one another. CLT has a greater emphasis on meaningful communication, interaction, and activities that are task-based, whereas GTM places more of an emphasis on grammatical rules, translation exercises, and application of form-focused practice [13], [14]. The outcomes of studies have shown that CLT leads to higher results in speaking fluency and communicative competence, whereas GTM may lead to better scores on discrete-point grammar examinations [13]. GTM students performed well on grammatical examinations, but they struggled with tasks that needed them to speak spontaneously, according to the findings of a study that investigated the effectiveness of language teaching methods (GTM) and computer-based language teaching (CLT) in teaching English grammar to students [13]. On the other hand, students who were enrolled in CLT were better at appropriately utilizing grammatical structures in discussions, despite the fact that they made more errors on grammar examinations that were not based on real-life scenarios. This conclusion indicates that CLT more effectively equips learners for practical language application, which is the primary objective of language education [14].

Advantages of CLT in EFL Settings

In EFL settings, CLT has a number of clear benefits. First, it solves the main problem with traditional approaches by giving students chances to practice real communication, which is sometimes hard to find in EFL settings [15]. Second, because students perceive communicative tasks to be more fascinating and useful than mechanical drills, CLT's emphasis on activities that are directed on the learner makes students more motivated and involved in the learning process [7], [8]. Third, not only does CLT assist students develop their linguistic skills, but it also helps them develop their pragmatic and sociolinguistic skills, which are essential for making appropriate use of language in a variety of contexts [3]. By requiring students to solve issues and make decisions, Cognitive Learning Theory (CLT) has been shown to assist pupils in becoming more self-sufficient and employing critical thinking skills [6]. These cognitive advantages extend beyond the acquisition of

language, thereby increasing the overall academic development of teachers and researchers. Also, because of its adaptable structure, CLT is suitable for a wide variety of English as a Foreign Language (EFL) scenarios [12]. This is because it enables teachers to modify activities to meet the requirements of their students and the local context.

Most Effective Methods for the Implementation of CLT

The literature review indicates a great number of best practices for the effective utilization of CLT in English as a Foreign Language classes. First and foremost, educators should concentrate their efforts on activities that have been demonstrated to be effective through research. These activities include role-playing, problem-solving tasks, interviews, pair work, and listening comprehension exercises [6, 7], [8]. It is crucial that these exercises be organized in a way that allows them to simulate real-life communication settings that are significant to the students. Two, in order for CLT to be successful, it is necessary for instructors to be prepared in a methodical manner. Training programs for teachers should include opportunities to gain hands-on experience with organizing and conducting communicative activities, as well as opportunities to think about CLT concepts and how to apply them [9], [12]. These training programs should be implemented both before and after instructors begin working. CLT practice can be maintained in a healthy state through ongoing professional development and collaboration with peers. The third point is that the methods of evaluation should be in accordance with the objectives of CLT. This can be accomplished by incorporating evaluations of communication skills, such as oral presentations, speaking examinations, and performance-based evaluations [15]. The significance of communication skills is demonstrated by the fact that this alignment ensures that the objectives of teaching are aligned with the objectives of assessment. Fourth, educators should be prepared for and make plans for any issues that may arise during the implementation process. This may be accomplished through the utilization of pilot programs, the gathering of feedback from students, and the improvement of activities over time [7][11]. CLT is more likely to be successful if it is modified to meet the requirements of the local community while keeping adhering to its fundamental principles. Finally, institutional support, such as the right resources, small class sizes, and

administrative support for communicative ways, makes it more likely that CLT will work [10][12]. Schools and educational systems that want to improve students' communication skills must have the right infrastructure in order to effectively apply CLT.

Conclusion

This thesis investigated that Communicative Language Teaching is the most effective technique for EFL students to improve their communication skills. A different set of research from all levels of education and cultural contexts demonstrates that CLT enhances speaking and general communication abilities significantly. Students may perform better on grammar tests that are not based on real-life circumstances if they employ traditional grammar-focused methods, but CLT is better at preparing students to use language in real life.

This thesis proposed that EFL contexts seeking to improve students' English communication should use CLT as the primary pedagogical strategy, as well as educating educators, aligning evaluations with communicative aims, and making necessary changes to the context. Subsequent research should focus on successful approaches for implementing Communicative Language Teaching (CLT) in a variety of contexts, as well as the long-term consequences on learners' communicative skills.

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