THE ROLE OF COMMUNICATIVE APPROACH IN DEVELOPING STUDENTS' SPEAKING SKILLS IN ENGLISH LANGUAGE TEACHING

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Annotatsiya. *Ushbu maqolaning maqsadi ingliz tilini o'qitishda kommunikativ yondashuvning talabalarning og'zaki nutq ko'nikmalarini rivojlantirishdagi o'rnini o'rganishdan iborat. Tadqiqotda ilmiy adabiyotlarni tahlil qilish, qiyosiy tahlil va pedagogik talqin usullaridan foydalanildi. Natijalar kommunikativ mashqlar, faol ishtirok va texnologiyalardan maqsadli foydalanish nutqiy ko'nikmalarni rivojlantirishga yordam berishini ko'rsatadi.*

Kalit so'zlar*: kommunikativ yondashuv, ingliz tilini o'qitish, nutq ko'nikmalari, tinglab tushunish, kommunikativ kompetensiya, interaktiv metodlar.*

Аннотация. *Цель статьи — изучить роль коммуникативного подхода в развитии навыков устной речи студентов при обучении английскому языку. В исследовании использованы методы анализа научной литературы, сравнительного анализа и педагогической интерпретации. Результаты показывают, что коммуникативные задания, активное участие студентов и целенаправленное использование технологий способствуют развитию речевых навыков.*

Ключевые слова: *коммуникативный подход, обучение английскому языку, навыки устной речи, аудирование, коммуникативная компетенция, интерактивные методы.*

Abstract. *This article examines the role of the communicative approach in developing students' oral skills in English language teaching. The study uses literature review, comparative analysis, and pedagogical interpretation. The findings suggest that communicative activities, active learner participation, and purposeful use of technology can support the development of speaking and listening skills.*

Keywords: *communicative approach, English language teaching, speaking skills, listening comprehension, communicative competence, interactive methods.*

Introduction

In the context of globalisation, English proficiency has become essential for academic achievement, professional development, and intercultural communication. Consequently, English language teaching increasingly emphasises not only grammatical knowledge and vocabulary but also the ability to use English effectively in real-life situations. Communicative Language Teaching (CLT) addresses this need by promoting meaningful interaction, active learner participation, and practical language use.

The communicative approach is particularly relevant to developing speaking and listening skills. Although students may possess grammatical knowledge, they often experience difficulties speaking fluently, understanding spoken language, and participating confidently in conversations. These challenges highlight the need for classroom activities that provide regular opportunities for meaningful communication. Toro et al. (2019) examined CLT in relation to oral skills, while Guado and Mayorga (2021) and Lumy (2018) focused on its contribution to speaking development.

Previous research has also explored the broader principles and implementation of CLT. Agbatogun (2014) investigated communicative competence through active learning and classroom response technology, while Ghafar et al. (2023) reviewed the impact of CLT on speaking and listening skills. Jabeen (2014) discussed the implementation of the communicative approach, and Akbarova (2021) examined communicative methods in English teaching. Furthermore, Kholstinina et al. (2021) considered modern approaches to CLT in secondary school English classes, while Karataş et al. (2024) investigated communicative teaching practices among English teachers in vocational high schools.

Despite the attention given to CLT, its effectiveness depends on how communicative principles are applied in classroom practice. Task selection, pair and group work, teacher guidance, and the use of digital technologies can influence students' opportunities to practise English. Therefore, the problem addressed in this study is the gap between learners' knowledge of English and their ability to use it confidently and effectively in communication.

The aim of the study is to examine the role of the communicative approach in developing students' communicative competence, particularly their speaking and listening skills. The objectives are to explore the theoretical principles of CLT, identify effective communicative activities, examine the integration of information and communication technologies into English lessons, and discuss the benefits and limitations of the approach.

The significance of the study lies in connecting the theoretical foundations of CLT with practical teaching strategies. The findings may help English language teachers organise learner-centred lessons that encourage active participation, meaningful interaction, and the practical use of English.

Main part

The present study investigates the effectiveness of the Communicative Language Teaching (CLT) approach in developing students' communicative competence, particularly their speaking and listening skills. The research is based on an analysis of scholarly publications addressing communicative language teaching, classroom interaction, active learning, and the integration of modern educational technologies into English language instruction. The studies by Toro et al. (2019), Guado and Mayorga (2021), and Lumy (2018) provide a foundation for examining the role of communicative activities in developing oral skills. The works of Ghafar et al. (2023), Agbatogun (2014), Jabeen (2014), Kholstinina et al. (2021), Akbarova (2021), and Karataş et al. (2024) contribute to the analysis of speaking and listening development, learner participation, teaching methods, and classroom practices.

The study employs qualitative literature analysis, comparative analysis, and pedagogical interpretation. Qualitative analysis is used to identify the main principles and instructional practices associated with CLT, while comparative analysis examines different approaches to developing communicative competence. Pedagogical interpretation is applied to determine how the findings of previous research can inform English language teaching.

The analysis focuses on four major aspects: communicative activities for speaking development, the integration of speaking and listening skills, the teacher's role in organising classroom interaction, and the use of information and communication technologies (ICT). These aspects provide a basis for examining both the theoretical principles and practical applications of the communicative approach. Since the study relies on published research, its findings represent a synthesis of existing literature and pedagogical implications rather than the results of a newly conducted classroom experiment.

Communicative Language Teaching is based on the principle that language learning should prepare students to use English effectively in real-life situations. Unlike approaches that concentrate primarily on grammatical rules, translation, and memorisation, CLT emphasises meaningful interaction and the practical application of linguistic knowledge. Learners are encouraged to express opinions, exchange information, ask questions, negotiate meaning, and participate in conversations. In

this way, language becomes a tool for communication rather than simply a subject to be studied.

Speaking is a particularly important component of communicative competence because it requires learners to combine grammatical knowledge, vocabulary, pronunciation, fluency, and interactional strategies. However, students may understand grammatical structures and recognise vocabulary without being able to use them confidently in spontaneous communication. This difficulty highlights the importance of providing regular opportunities for meaningful oral practice.

Toro et al. (2019) examine the use of CLT to improve students' oral skills, while Guado and Mayorga (2021) investigate the communicative approach in speaking skill development. Similarly, Lumy (2018) focuses on enhancing students' speaking skills through communicative language teaching. These studies provide a relevant research basis for considering the role of communication-oriented classroom activities in oral language development.

Several activities can be used to implement the communicative approach effectively. Role-play allows students to practise everyday situations, such as making appointments, asking for directions, or participating in job interviews. Pair work encourages learners to exchange information and ask follow-up questions, while group discussions help them express opinions, provide arguments, and respond to different viewpoints. Information-gap activities require students to communicate in order to complete a task, making the exchange of information a necessary part of the learning process.

Problem-solving tasks are also useful because they require students to discuss alternatives, explain their choices, and reach a common decision. For example, learners may work in groups to plan an educational trip within a limited budget or propose solutions to environmental problems. Such activities combine language practice with critical thinking and collaboration.

The effectiveness of these tasks depends on their relevance, organisation, and suitability for learners' proficiency levels. Activities should have clear objectives and encourage all students to participate. Teachers may provide useful vocabulary, sentence patterns, and preparation time to help less confident learners communicate. At the same time, they should avoid interrupting every speaking activity to correct grammatical mistakes, as excessive correction may reduce fluency and discourage participation. A balanced approach combines opportunities for relatively free communication with constructive feedback on recurring errors.

Speaking and listening are closely interconnected skills. Effective communication requires learners not only to produce understandable language but

also to comprehend others, interpret meaning, and respond appropriately. Therefore, English lessons should integrate these skills through activities that require students to listen and subsequently use the information they have understood.

Ghafar et al. (2023) review the impact of communicative language teaching on speaking and listening skills. Their research topic underlines the importance of examining oral communication as a combination of receptive and productive abilities. From a classroom perspective, listening activities become more communicative when they are followed by tasks that require learners to exchange ideas or respond to information.

For example, students can listen to a short interview and discuss the speaker's opinions in pairs. They may also listen to a dialogue, identify its main points, and recreate a similar conversation using their own ideas. Another possibility is to ask learners to listen to a recording about a social issue and then work in groups to suggest solutions. These activities encourage students to connect comprehension with practical language production.

A communicative listening lesson can include three stages. Before listening, the teacher introduces the topic and activates students' background knowledge. During listening, learners identify the main idea, specific details, or the speaker's attitude. After listening, they complete a speaking task, such as a discussion, summary, or role-play. This structure gives listening a clear communicative purpose and allows learners to apply the information they receive.

The selection of materials is also important. Teachers can use dialogues, interviews, podcasts, short lectures, and authentic recordings appropriate to students' proficiency levels. Materials should expose learners to different communication contexts while remaining accessible enough to support comprehension. Through regular practice, students can become more familiar with spoken English and develop strategies for understanding messages even when they encounter unfamiliar vocabulary.

The successful implementation of CLT depends not only on the activities selected but also on the way classroom interaction is organised. Jabeen (2014) addresses the implementation of the communicative approach, drawing attention to the practical dimension of applying communicative principles in English language teaching. The approach requires teachers to move beyond the exclusive presentation of language rules and create opportunities for students to use English purposefully.

In a communicative classroom, the teacher acts as a facilitator, organiser, and source of guidance. Teachers introduce tasks, explain their objectives, monitor group interaction, and provide feedback when necessary. Students, in turn, take greater

responsibility for their learning by participating in discussions, asking questions, and responding to their classmates.

Agbatogun (2014) examines the development of second-language communicative competence through active learning, including the comparison of classroom response technology and the communicative approach. This work is relevant to the broader question of how learner participation can be encouraged during lessons. Active learning involves more than answering teachers' questions; it also includes exchanging ideas, solving problems, and constructing meaning through interaction.

Nevertheless, communicative teaching can present certain challenges. Some students may hesitate to speak because they are afraid of making mistakes or lack confidence in their language abilities. Others may dominate group discussions, leaving quieter learners with limited opportunities to participate. Large classes and restricted lesson time may also make it difficult to monitor every student's progress.

These difficulties can be addressed through careful task design and supportive classroom management. Teachers can assign specific roles to group members, establish clear expectations, and provide preparation time before discussions. Beginning with structured activities and gradually moving towards more open-ended communication can help students develop confidence. Feedback should focus on improving communication while also addressing important linguistic errors.

The development of digital technologies has created additional opportunities for communicative language teaching. Online platforms, educational applications, multimedia materials, and video-conferencing tools can support interaction and provide access to authentic English-language resources. They also enable students to practise speaking and listening beyond the limits of the traditional classroom.

Kholstinina et al. (2021) examine a modern approach to communicative language teaching in secondary school English classes, while Agbatogun (2014) considers classroom response technology in relation to active learning and communicative competence. These perspectives are relevant to understanding how technology can complement communication-oriented instruction.

Teachers can use digital resources to organise online discussions, collaborative presentations, recorded speaking assignments, and listening activities based on videos or podcasts. For example, students may record a short presentation, review their pronunciation and fluency, and revise their performance. They can also work collaboratively on digital projects that require them to exchange information and present a shared result.

Akbarova (2021) discusses the use of communicative methods in English teaching, providing a further reference point for considering the practical organisation of language instruction. In addition, Karataş et al. (2024) investigate the classroom practices of English teachers in vocational high schools, bringing attention to the application of the communicative approach in a specific educational context.

However, technology alone does not guarantee successful language learning. Watching a video or completing an online exercise may provide useful input, but these activities do not necessarily develop communicative competence unless learners have opportunities to respond, discuss, and use the language. Therefore, digital tools should be selected according to lesson objectives and integrated into tasks that require meaningful communication.

Access to devices, internet connectivity, and students' digital skills may also influence the effectiveness of technology-supported teaching. Teachers should consequently choose accessible resources and ensure that technology serves the learning process rather than becoming an end in itself.

The analysis of the selected literature highlights several important aspects of the communicative approach. First, meaningful interaction is central to developing communicative competence. Speaking activities should provide learners with clear reasons to communicate, such as exchanging information, expressing opinions, or solving problems. Regular participation in such tasks can create opportunities to practise language in contexts that resemble real-life communication.

Second, speaking and listening should be developed together. Activities that combine listening comprehension with discussion, role-play, or collaborative problem-solving allow students to interpret information and respond appropriately. This integration reflects the interconnected nature of oral communication.

Third, successful implementation requires effective teacher guidance. Teachers need to select appropriate tasks, encourage balanced participation, and provide feedback that supports both fluency and accuracy. A supportive classroom atmosphere is particularly important for learners who lack confidence or are afraid of making mistakes.

Fourth, ICT can expand opportunities for language practice when it is used purposefully. Digital resources provide access to varied listening materials and additional forms of interaction, but their effectiveness depends on how they are incorporated into communicative tasks.

Finally, the effectiveness of CLT is influenced by classroom conditions, learners' proficiency levels, available resources, and teachers' instructional

decisions. Consequently, communicative activities should be adapted to the specific needs of students rather than applied uniformly in every teaching situation.

Overall, the reviewed literature provides a basis for viewing the communicative approach as a valuable framework for developing students' practical language abilities. Its main contribution lies in connecting linguistic knowledge with meaningful interaction and encouraging learners to use English for authentic communicative purposes. Nevertheless, the findings of this literature-based analysis should not be interpreted as proof of a uniform effect across all educational settings. Further classroom-based research would be needed to measure changes in students' speaking and listening performance and to determine which communicative techniques are most effective for particular groups of learners.

Conclusions

In conclusion, the Communicative Language Teaching approach plays an important role in developing students' communicative competence by providing opportunities to use English in meaningful and practical situations. The analysis of previous studies highlights the value of communicative activities, including role-play, pair work, group discussions, information-gap tasks, and problem-solving exercises, in supporting speaking and listening development (Toro et al., 2019; Guado & Mayorga, 2021; Ghafar et al., 2023). Effective implementation of CLT requires careful lesson planning, appropriate teaching materials, active learner participation, and teacher guidance adapted to students' proficiency levels. Information and communication technologies can further support language practice when integrated into meaningful communicative tasks. However, challenges such as fear of making mistakes, limited vocabulary, and insufficient classroom time must also be considered. Therefore, teachers should create a supportive learning environment and balance fluency with linguistic accuracy. Overall, CLT provides a valuable framework for connecting language knowledge with practical communication, while further empirical research involving classroom observations and assessments is needed to evaluate its effectiveness across different educational contexts.

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