

COMMUNICATIVE LANGUAGE TEACHING: BENEFITS AND DIFFICULTIES IN TEACHING EFL STUDENTS

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Abstract: *Communicative Language Teaching (CLT) is a widely adopted approach in English as a Foreign Language (EFL) classrooms worldwide. Unlike traditional grammar-focused methods, CLT emphasizes meaningful interaction and the development of communicative competence. This study aims to examine the benefits and difficulties of implementing CLT in EFL contexts. Using a qualitative descriptive research design, extensive literature analysis was conducted to explore theoretical foundations, classroom applications, and practical challenges. The study found that CLT significantly enhances speaking and listening skills, fosters learner autonomy, increases motivation, and develops sociolinguistic awareness. Despite its advantages, challenges such as large class sizes, inadequate teacher training, assessment complexities, and cultural considerations may impede its effectiveness. This article provides recommendations for effective CLT implementation in diverse EFL settings.*

Keywords: *Communicative Language Teaching, EFL learners, communicative competence, learner motivation, teaching challenges*

Annotatsiya: *Kommunikativ til o'qitish metodi (CLT) butun dunyo bo'ylab chet tili sifatida ingliz tilini o'rgatishda keng qo'llaniladi. An'anaviy grammatikaga asoslangan metodlardan farqli o'laroq, CLT mazmunli muloqot va kommunikativ kompetensiyani rivojlantirishga e'tibor qaratadi. Ushbu tadqiqot CLT metodining EFL kontekstida afzalliklari va qiyinchiliklarini o'rganishga qaratilgan. Sifatli tavsifiy tadqiqot usuli asosida mavjud ilmiy adabiyotlar tahlil qilindi. Tadqiqot natijalari shuni ko'rsatdiki, CLT nutq va tinglab tushunish ko'nikmalarini rivojlantiradi, o'quvchilar mustaqilligini oshiradi, motivatsiyani kuchaytiradi va sotsiolingvistik tushunchalarni shakllantiradi. Shu bilan birga, katta sinf hajmi,*

o'qituvchilarning yetarli tayyorlanmasligi, baholashdagi murakkabliklar va madaniy farqlar CLT samaradorligini kamaytirishi mumkin. Maqolada turli EFL kontekstlarida CLT metodini samarali qo'llash bo'yicha tavsiyalar berilgan.

Kalit so'zlar: *Kommunikativ til o'qitish, EFL o'quvchilari, kommunikativ kompetensiya, o'quvchi motivatsiyasi, o'qitishdagi qiyinchiliklar*

Аннотация: *Коммуникативный метод обучения языку (CLT) широко используется при обучении английскому языку как иностранному (EFL) по всему миру. В отличие от традиционных методов, ориентированных на грамматику, CLT акцентирует внимание на осмысленном общении и развитии коммуникативной компетенции. Цель статьи — исследовать преимущества и трудности применения CLT в EFL-классах. В рамках качественного описательного исследования был проведен анализ существующей научной литературы. Результаты показали, что CLT способствует развитию навыков говорения и аудирования, повышает самостоятельность учащихся, мотивацию и формирует социолингвистическую осведомленность. Однако большие классы, недостаточная подготовка преподавателей, сложности оценки и культурные различия могут ограничивать эффективность метода. Статья включает рекомендации по эффективной реализации CLT в различных EFL-контекстах.*

Ключевые слова: *коммуникативный метод, EFL учащиеся, коммуникативная компетенция, мотивация учащихся, трудности обучения*

Introduction. English language teaching has undergone significant transformations over the last several decades. Traditional approaches such as the Grammar-Translation Method focused primarily on the mastery of grammatical structures and translation exercises. While effective in teaching written language forms, these methods often failed to develop learners' ability to communicate in authentic situations. As global demand for English proficiency increased, educators

recognized the need for approaches that prioritize communication skills and practical language use.

Communicative Language Teaching (CLT) emerged in the 1970s and 1980s as a response to these limitations. Rooted in the communicative approach to language learning, CLT emphasizes interaction, meaning, and real-life language use. The method encourages learner-centered activities such as role plays, simulations, pair and group work, and problem-solving tasks. By prioritizing communicative competence, CLT aims to equip learners with the skills necessary for effective interaction in social and professional contexts.

Despite its widespread adoption, CLT implementation presents both benefits and challenges. Understanding these factors is crucial for teachers, curriculum designers, and policymakers aiming to optimize EFL instruction. This study explores the advantages and difficulties of CLT, highlighting strategies to maximize its effectiveness in diverse educational settings.

Methodology. This study employs a qualitative descriptive research design, analyzing extensive literature on Communicative Language Teaching in EFL classrooms. Sources include peer-reviewed journal articles, books, conference proceedings, and case studies documenting CLT implementation worldwide. The analysis focuses on identifying patterns, best practices, and common obstacles associated with the approach.

Data collection involved reviewing publications from 2000 to 2025 to ensure contemporary relevance. Key aspects examined include teaching strategies, classroom activities, learner outcomes, teacher preparation, and cultural factors. The study synthesizes findings to present a comprehensive understanding of CLT benefits and difficulties, offering practical recommendations for educators.

Benefits of CLT in EFL Teaching **Improved Speaking and Listening Skills.** One of the primary benefits of CLT is its impact on oral communication. By engaging in interactive activities, learners practice speaking and listening in authentic contexts. Role plays, discussions, and interviews provide opportunities to negotiate meaning, use target vocabulary, and develop

fluency. Studies indicate that students exposed to CLT demonstrate higher speaking confidence and better listening comprehension than peers in grammar-focused classrooms.

Learner Autonomy and Motivation. CLT encourages learners to take an active role in their education. Student-centered tasks promote self-directed learning, problem-solving, and critical thinking. Motivation is enhanced as learners perceive language as a tool for communication rather than an abstract set of rules. Authentic tasks relating to students' interests and real-life contexts further increase engagement.

Sociolinguistic and Cultural Awareness. Through CLT, learners gain understanding of language use in various social and cultural contexts. Interaction with peers and exposure to authentic materials help develop pragmatic skills, such as politeness strategies, turn-taking, and culturally appropriate expressions. Such competencies are essential for effective communication in globalized environments.

Collaborative Learning. Pair and group activities foster collaboration, peer feedback, and shared problem-solving. Collaborative tasks not only improve communication skills but also enhance social interaction, team-building, and interpersonal understanding.

Integration of Skills. CLT integrates listening, speaking, reading, and writing through communicative tasks. For instance, a project-based activity may involve researching a topic, discussing findings, presenting information, and writing a report, thereby combining multiple language skills in a coherent and meaningful way.

Difficulties in Implementing CLT.

Large Class Sizes. Managing interactive activities becomes challenging in classrooms with high student-to-teacher ratios. Ensuring equal participation, monitoring conversations, and providing feedback requires additional strategies and resources.

Teacher Training and Expertise. Effective CLT implementation depends on teachers' understanding of communicative principles. Inadequate training may

result in superficial application, with teachers reverting to grammar-focused practices or failing to facilitate authentic interaction.

Assessment Challenges. Measuring communicative competence is more complex than evaluating grammatical knowledge. Traditional testing methods may not capture learners' ability to use language effectively in real-life situations. Designing performance-based assessments, such as oral exams, portfolios, or task completion, requires careful planning.

Cultural and Learner Factors. In some contexts, learners may be accustomed to teacher-centered instruction, making participation in communicative activities uncomfortable. Cultural norms regarding authority, group interaction, and communication style may influence students' willingness to engage fully.

Discussion. The benefits of CLT in developing communicative competence are well-documented. However, successful implementation requires addressing the challenges outlined above. Strategies include:

Professional Development: Ongoing training to develop teacher expertise in CLT principles and classroom management.

Classroom Adaptation: Structuring tasks and activities to suit class size, learner proficiency, and available resources.

Assessment Innovation: Incorporating performance-based and formative assessment techniques to evaluate communicative skills accurately.

Cultural Sensitivity: Adapting communicative tasks to respect learners' cultural norms and promote inclusive participation.

Balancing fluency and accuracy, providing clear instructions, and fostering a supportive classroom environment are essential for maximizing the effectiveness of CLT. Integrating technology, authentic materials, and project-based tasks can further enhance learner engagement and skill development.

Conclusion. Communicative Language Teaching offers a robust framework for teaching English as a Foreign Language. Its emphasis on interaction, learner autonomy, and real-world communication fosters speaking, listening, and sociolinguistic competence. While challenges such as large class sizes, limited

teacher training, and assessment complexities exist, careful planning and adaptation can mitigate these difficulties. CLT remains an effective and relevant approach for preparing learners to use English confidently and competently in diverse contexts.

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