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KOMMUNIKATIV TIL O'QITISH ASOSIDA O'ZBEK EFL O'QUVCHILARINING OG'ZAKI KOMMUNIKATIV KOMPETENSIYASINI RIVOJLANTIRISH: METODOLOGIK MODEL

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Annotatsiya. Ushbu maqolada B1 darajadagi o'zbek umumta'lim maktablari o'quvchilarining ingliz tilida og'zaki kommunikativ kompetensiyasini Kommunikativ til o'qitish (CLT) yondashuvi asosida rivojlantirishga qaratilgan metodologik model ishlab chiqilgan. Tadqiqot konseptual va metodologik xarakterga ega bo'lib, CLT tamoyillari hamda CEFRning og'zaki nutq va o'zaro muloqot deskriptorlariga asoslanadi. Taklif etilgan model olti hafta davomida 18 ta darsni o'z ichiga oladi va axborot bo'shlig'i topshiriqlari, rolli o'yinlar, munozaralar, hikoya qilish, muammoli vaziyatlarni hal etish, qaror qabul qilish hamda takroriy nutq amaliyotini birlashtiradi. Shuningdek, o'quvchilarning og'zaki nutqini baholash uchun ravonlik va izchillik, leksik resurs, grammatik diapazon va aniqlik, talaffuz hamda interaktiv muloqot mezonlarini qamrab oluvchi analitik baholash tizimi taklif etiladi. Ushbu model O'zbekiston EFL kontekstida kelgusida empirik tadqiqot o'tkazish va kommunikativ nutq ko'nikmalarini rivojlantirish uchun metodologik asos bo'lib xizmat qilishi mumkin.

Kalit so'zlar: kommunikativ til o'qitish, CLT, og'zaki kommunikativ kompetensiya, ingliz tili chet tili sifatida, og'zaki nutq, CEFR, kommunikativ topshiriqlar, O'zbekiston

DEVELOPING UZBEK EFL STUDENTS' ORAL COMMUNICATIVE COMPETENCE THROUGH COMMUNICATIVE LANGUAGE TEACHING: A METHODOLOGICAL FRAMEWORK

Abstract. This article presents a methodological framework for developing the oral communicative competence of B1-level Uzbek secondary-school EFL learners through Communicative Language Teaching (CLT). The study is conceptual and methodological in nature and draws on CLT principles and CEFR-informed descriptors of spoken production and interaction. The proposed framework consists of 18 lessons delivered over six weeks and integrates information-gap tasks, role-play, discussions, storytelling, problem-solving, decision-making, and repeated speaking practice. In addition, an analytic assessment framework is proposed to evaluate learners' oral performance in terms of fluency and coherence, lexical resource, grammatical range and accuracy, pronunciation, and interactive communication. The framework provides a structured methodological basis for the future empirical investigation of communicative speaking development in the Uzbek EFL context and offers practical guidance for organizing speaking instruction through meaningful interaction, systematic language support, and communicative assessment.

Keywords: *Communicative Language Teaching, CLT, oral communicative competence, EFL, speaking, CEFR, communicative tasks, Uzbekistan*

РАЗВИТИЕ УСТНОЙ КОММУНИКАТИВНОЙ КОМПЕТЕНЦИИ УЗБЕКСКИХ УЧАЩИХСЯ, ИЗУЧАЮЩИХ АНГЛИЙСКИЙ ЯЗЫК КАК ИНОСТРАННЫЙ, НА ОСНОВЕ КОММУНИКАТИВНОГО ОБУЧЕНИЯ: МЕТОДОЛОГИЧЕСКАЯ МОДЕЛЬ

Аннотация. В статье представлена методологическая модель развития устной коммуникативной компетенции узбекских учащихся средней школы уровня B1, изучающих английский язык как иностранный, на основе коммуникативного обучения языку (CLT). Исследование носит концептуально-методологический характер и опирается на принципы CLT и дескрипторы CEFR, связанные с устной речью и взаимодействием. Предлагаемая модель включает 18 занятий в течение шести недель и объединяет задания с информационным пробелом, ролевые игры, дискуссии, рассказывание историй, решение проблем, принятие решений и повторную речевую практику. Кроме того, предлагается аналитическая система оценивания устной речи по таким критериям, как беглость и связность, лексический ресурс, грамматический диапазон и точность, произношение и интерактивная коммуникация. Разработанная модель может служить методологической основой для дальнейшего эмпирического исследования развития коммуникативных навыков учащихся в условиях преподавания английского языка как иностранного в Узбекистане.

Ключевые слова: коммуникативное обучение языку, CLT, устная коммуникативная компетенция, английский язык как иностранный, устная речь, CEFR, коммуникативные задания, Узбекистан

INTRODUCTION

Speaking is a challenging component of language learning since one has to retrieve vocabulary, generate discourse, select grammatical structures, articulate oneself, and interact with other people on the spot. In EFL classes, there are few opportunities to use English outside of lessons, which makes classroom interaction essential for speaking practice. One may know vocabulary and grammatical constructions but be still unable to maintain a conversation, express an opinion, and interact spontaneously.

CLT deals with these challenges by treating meaningful communication as a goal and tool of language learning. According to Richards (2006), CLT is an approach that

highlights communicative competence and the meaningful use of language. Littlewood (1981) differentiates activities preparing learners for communication and activities involving language use for communicative purposes. These aspects are especially valuable for speaking lessons as they shift time of class interaction from teacher's explanations to student's speaking.

CEFR Companion Volume also provides for the multidimensional nature of spoken language as it gives an overview of oral production and interaction from the standpoint of communicative activities and qualitative features of performance (Council of Europe, 2020). This implies that the teaching of speaking cannot be reduced to grammatical accuracy only. Fluency, coherence, lexical choices, intelligibility, responsiveness, and the maintenance of interaction are to be taken into account.

For Uzbek secondary-school EFL learners, a structured CLT model may prove valuable when students already have experience in learning English for several years and limited confidence in spontaneous speaking. The aim of this article is not to report findings of invented intervention but to offer a theory-grounded framework that is to be applied in a future empirical study.

The theoretical basis of the framework combines communicative competence, interaction, and multidimensional speaking performance. Competence in a language is not only knowledge of separate linguistic elements. In a communicative classroom, learners combine linguistic resources for purposes such as requesting information, expressing preferences, agreeing and disagreeing, storytelling, problem-solving, and maintaining interaction. Richards and Rodgers (2014) emphasize learner participation, functional language use, and interaction in communicative approaches.

Speaking is a complex process with linguistic, discursive, interactional, and sociocultural components (Burns, 1998). Learners therefore need opportunities to produce extended and relatively fluent speech rather than only short predetermined responses. Feedback should address both communicative effectiveness and linguistic

form. A CEFR-informed perspective can support this process by providing reference points for spoken production and interaction at B1 level while avoiding the claim that a locally developed classroom rubric constitutes an official CEFR certification (Council of Europe, 2020).

Accordingly, the purpose of this article is to present a theory-grounded CLT framework that can later be implemented and empirically tested with Uzbek secondary-school EFL learners. The article does not report invented intervention findings; instead, it specifies the instructional design, assessment procedures, expected methodological outputs, and research questions for a future study.

METHODS

This article uses a conceptual and methodological design. Rather than reporting data from completed participants, it translates established CLT principles and CEFR-informed speaking descriptors into a classroom intervention and assessment plan for future empirical testing. The intended instructional context is B1-level Uzbek secondary-school EFL learners.

2.1 Instructional Design

The intervention consists of 18 lessons delivered during six weeks, with three 45-minute lessons per week. Every lesson follows a flexible four-step structure including a five-minute communicative warm-up, about ten minutes of language support or guided preparation, about twenty minutes of pair/group/class communicative task activity, and ten minutes of feedback/reflection/linguistic focus.

Week	Primary communicative focus	Illustrative activities
1	Building participation and confidence	Personal information exchange, find-someone-who, short interviews

2	Functional language	Requests, suggestions, advice, arrangements, role-play
3	Expressing and supporting opinions	Ranking tasks, agree/disagree lines, mini-debates
4	Narration and connected speech	Picture stories, sequencing, personal anecdotes
5	Information exchange and problem-solving	Information gaps, jigsaw tasks, collaborative decisions
6	Integration and reflection	Extended discussion, mock speaking tasks, role-play, self-reflection

2.2 Communicative Task-Design Principles

The first principle is the purpose of communication. Learners should have a communicative purpose such as obtaining missing information, reaching a decision, solving a problem, or finding out a partner's opinion. The second principle is balance between support and challenge. Prior to a communicative task, the teacher can provide lexical chunks, questions, discourse markers, and model sentences but not script the interaction. The third principle is repetition. Students can perform a task again with a new partner or a slightly different content to have another chance to formulate their ideas.

The fourth principle is interaction among learners. Pairs and groups allow the involvement of more students simultaneously. The fifth principle is feedback after communication. During fluency-focused stages, too frequent interruption may discourage speaking. Thus, the teacher can take notes of common problems and give

form-focused feedback after the task while noting good communicative techniques as well.

2.3 Proposed Assessment Procedures

In order to test the framework empirically, a parallel pre-test and post-test speaking assessment can be used. Individual assessment can include a short unscored warm-up, a picture-description task, and a discussion task. Scored parts can be assessed according to five analytic criteria: Fluency and Coherence, Lexical Resource, Grammatical Range and Accuracy, Pronunciation, and Interactive Communication. Every criterion can be scored using a five-point rubric, providing a maximum total score of 25 points.

Two independent scorers can assess recorded performances. Raters should undergo rater training consisting in discussing descriptors and analyzing sample recordings. Inter-rater reliability will be reported. Since the rubric is researcher-made and informed by CEFR, the article will have to clearly explain how it is related to CEFR descriptors without declaring the classroom score to be an official CEFR level.

2.4 Research Questions for Empirical Testing

- 1. How does students' overall oral communicative performance change after a six-week CLT intervention?**
- 2. What changes happen in fluency and coherence, lexical resource, grammatical range and accuracy, pronunciation, and interactive communication?**
- 3. How do students perceive the communicative speaking activities used in the intervention?**

RESULTS

Because this is a methodological framework article and no classroom intervention data have yet been collected, the results are presented as the concrete outputs of the framework-development process rather than as empirical learning gains.

The first output is a six-week sequence of 18 communicative lessons organized around progressively broader speaking demands: participation and confidence, functional language, opinion expression, narration, information exchange and problem-solving, and integrated speaking practice. The lesson structure combines a brief communicative warm-up, targeted language support, an extended communicative task, and post-task feedback or reflection.

The second output is a set of five task-design principles: a genuine communicative purpose, a balance between support and challenge, opportunities for task repetition, substantial learner-to-learner interaction, and feedback after communication. Together, these principles are intended to increase speaking time while maintaining opportunities for linguistic development.

The third output is a CEFR-informed analytic assessment framework. A future pre-test/post-test design can assess five dimensions of oral performance: Fluency and Coherence, Lexical Resource, Grammatical Range and Accuracy, Pronunciation, and Interactive Communication. With five points available for each criterion, the proposed maximum score is 25 points. Recorded performances can be rated independently by two trained scorers, with inter-rater reliability reported in the empirical study.

DISCUSSION

The framework has several practical implications. CLT does not imply that teachers have to stop giving grammar lessons or explanations. Instead, form-focused assistance can be related to communicative need. Thus, phrases used for giving reasons can be introduced prior to ranking discussions, past-time forms to storytelling, and clarifying phrases to information gaps. In this way, linguistic accuracy and communicative use are seen as complementary.

The framework encourages teachers to observe learners' progress along several dimensions. Learners can start speaking and maintaining the interaction much faster than

improving their grammatical accuracy. Analytical scoring can help to reveal such discrepancies and plan further teaching.

The proposed framework reflects the view that communicative practice and attention to linguistic form are complementary rather than competing goals. Language support is linked to immediate communicative needs, while delayed feedback protects fluency-focused interaction from excessive interruption. The framework also recognizes that different dimensions of speaking may develop at different rates; therefore, analytic scoring is preferable to relying only on a single overall speaking score.

4.1 Limitations and Future Research

This article provides a framework for research. Therefore, its proposed benefits require further testing in a classroom. The future research has to collect authentic participant data, get required consent and assent, describe sampling methods, document the intervention, and employ appropriate statistical and qualitative analysis. Comparison and delayed post-tests will strengthen its conclusions.

Future empirical implementation should use authentic participant data and transparent ethical procedures, including required consent and assent. It should also describe participant selection, document intervention fidelity, and use appropriate quantitative and qualitative analyses. Where feasible, a comparison condition and delayed post-test would strengthen the interpretation of any observed changes.

CONCLUSION

A CLT framework can provide Uzbek EFL teachers with a practical tool for organizing speaking instruction through communicative interaction and systematic linguistic assistance. The proposed framework is a six-week model that combines communicative tasks, repeated speaking opportunities, feedback, and CEFR-informed analytic assessment. Its further step is its empirical application with real participants and ethically gathered data. Until then, the framework has to be regarded as pedagogical and methodological suggestion rather than the evidence of gains of a particular intervention.

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