

DOI <https://doi.org/10.30525/2592-8813-2025-4-12>

APPLICATION OF A COMMUNICATIVE-ORIENTED LEARNING MODEL IN ENGLISH LANGUAGE TEACHING AND ANALYSIS OF THE RESULTS

Maharramova Leyla Tapdig,

Azerbaijan University of Languages (Baku, Azerbaijan)

ORCID ID: 0000-0001-6720-177X

Abstract. In the era of globalization and digitalization, the most common method of teaching foreign languages is the communicative method. This article discusses the types of teaching methods, their application in language lessons, the use of the communicative method in language lessons, as well as its pedagogical effectiveness and practical results. This approach develops students' four competencies: reading, writing, listening, and speaking. Along with the positive aspects of this method, some disadvantages were analyzed: the level of teacher training, the psychological limitations of students, and the lack of technological tools in classrooms. The use of technological tools in lessons organized according to this method contributes to the development of students' speech skills. All these positive and negative sides were compared, and a general conclusion was drawn. According to this conclusion, properly planned and organized application of communication lessons can lead to positive results in English lessons.

Key words: communicative competence, audiolinguistic, synchronous, asynchronous, hybrid, artificial intelligence.

Introduction. In the modern era, the development of communication skills in a foreign language is one of the main issues of pedagogical approaches in the process of teaching this language. The process of language learning, as well as the emergence and development of methods of teaching foreign languages are based on various pedagogical theories. Since the end of the last century, the interpretation of language as a means of communication has been put forward.

Unlike Noam Chomsky, Dell Hymes brought a communicative approach to science. Hymes, putting forward the concept of communicative competence, demanded that English be taught not only as an academic subject, but also as a means of communication. Chomsky, on the other hand, attached importance to teaching only grammar in foreign language lessons. Hymes believed that grammatical knowledge alone was not enough to learn a language. The student should also be able to use language in public life. He identified several components of linguistic competence (Dell, 1977: 20).

Main part.

Grammatical competence. The basis of this competence is the study of the composition and structure of the language.

1. Discursive competence. Logical connection of various sentences.

2. Sociolinguistic competence. The ability to use language in a social environment. 3. Strategic competence. Using strategies to help overcome difficulties in using language in social communication.

Based on these components, learning and proper use of language contribute to increasing students' interest in language lessons, motivation to use it, and the development of practical speaking skills (Littlewood, 2004).

The traditional method is based on structuralism. The lessons here are teacher-oriented. The teacher explains the rules, the students memorize the grammar rules, read and translate the text from the book and teach the language using training methods.

Training methods are designed to consolidate language units by repeating them in language lessons. This approach was proposed by American psychologists and linguists in the middle of the last century. Renowned methodologist Charles Frise and behaviorist B.F. Skinner played an important role in the development of this method. There are several types of these methods (Richards, Rodgers, 2014).

Repetition training. This type of method is widespread in traditional classrooms. So, in an English lesson in elementary grades, the teacher writes words, their pronunciation and translation on the blackboard. Then he says these words in English, and the students repeat them exactly.

1. Substitution exercise. In this method, a word or phrase in a sentence is replaced and repeated by the students.

2. An extension exercise. The student completes the sentence with additional information.

3. The transformation exercise. The sentence is changed and repeated from affirmative to negative, from affirmative to negative and vice versa.

4. A question-and-answer exercise. The teacher repeats all the topics studied, asking and answering questions.

In the 20-30s of the last century in the USA, the direct method was transformed into an audio-linguistic one. This method is based on the “stimulus → reaction → reward” model (Jeremy, 2015: 57). When using this method, students minimize mistakes when learning a foreign language by using exercises (repetition methods) suggested by English methodologists and psychologists.

In short, the main purpose of this method is to develop students’ language habits. When using the language, attention is paid to the correct pronunciation of English words, and grammar is studied in practice.

The method of communicative translation is the most widely used method in language lessons nowadays. The main purpose of this method is to instill and develop students’ communication skills in the language they are learning. Grammar is taught here in context, and the emphasis is on its proper use in oral speech.

Unlike the grammatical translation method, here the student is an active participant, and the teacher is an intermediary. In the grammar-translation method, the main issue is the translation and grammatical analysis of the text. In the communicative method, the key is the active use of language in the classroom.

In the communicative method, all four competencies are included in the lesson.

Innovative methods such as role-playing games, debates, and projects are used to motivate students in the classroom.

There are both positive and negative sides of communicative English language teaching.

First, let’s look at the positive aspects:

1. In addition to reading and writing skills, the lesson also focuses on the development of speaking and listening skills. The main purpose of this method is to ensure the use of language as a means of communication. The communicative method also forms students’ fluency in English.

2. A personality-oriented approach is one of the basic principles of the communicative method. During the lesson, students can freely express their opinions in the language they are learning, ask questions and answer them. Students completely move away from passive learning and become active participants in the lesson. This gives them confidence in communicating in English.

3. The use of communicative and innovative methods makes the lesson more interesting and interactive.

4. The lesson reflects integration with real life. This helps students express their thoughts in English and in extracurricular activities.

Taking into account all these positive aspects, the use of the communicative method in language lessons has become one of the most pressing problems of our time.

However, along with the positive aspects of communicative learning, there are also negative ones:

1. Communication-oriented lessons are conducted on the basis of communication. This can create difficulties in an objective assessment. For example, some students have excellent command of spoken English, but they do not know the subject well or remember it very well, but they do not speak English well. In these cases, it is difficult to assess.

2. Since the main purpose of the communicative method is communication, little attention is paid to teaching grammatical rules. This can lead to incorrect grammar usage, despite the fluency of spoken language.

3. The number of students in large groups is at least 40-50 people. This significantly weakens the interactivity and individual approach in the lesson. Therefore, interactive lessons can be more effective in small groups.

4. The best way to develop communication lessons is to use technological tools and innovative methods effectively. To do this, the classroom must be equipped with technological facilities. However, not all schools and universities have such resources yet. This weakens the use of the communicative method.

5. Some teachers are still trying to teach a foreign language using the grammar and translation method. Some do not know how to use technological means or do not attach importance to the use of innovative methods in the classroom. All this indicates that many teachers are not ready for the communicative method of teaching, both psychologically and practically.

We can achieve positive results by involving such teachers in trainings and seminars.

In fact, it is not difficult to eliminate these shortcomings that we have investigated and discovered. To do this, we need well-equipped classrooms, psychologically trained teachers with a high level of proficiency in language and technological means, and constantly improving.

The communicative method has a number of differences from other methods. In recent years, the most widely used method in teaching English is the communicative method. The traditional method has many disadvantages in foreign language lessons, so its use has decreased.

So what is the difference between the communicative method and the traditional one?

While the main goal of the communicative method is to improve the use of language not only as a subject, but also as a means of communication in real life, the main goal of the traditional method is to help students memorize grammar and translate sentences correctly.

The communicative method uses innovative methods to create a framework for students to actively participate in the lesson and interactively express their thoughts and questions. This method requires the simultaneous use of reading, writing, listening, and speaking skills in the classroom. In traditional methods, writing and reading skills were given great importance.

One of the advantages of the communicative method is that it creates students' desire to learn a language. Now students can use the language not only in the classroom, but also in real life. This increases their self-confidence. With the traditional method, despite knowing grammar and words, students could not speak.

Let us compare the audiolinguistic method with the communicative method. The audiolingual method, supported by representatives of the behaviorist approach, is based on the technique of "memorization". Students memorize predefined template sentences by repeating them. That is, here the student cannot freely or spontaneously express his opinion on the topic. In the communicative method, the student can freely express himself on the topic and situation.

Let us compare it with the grammar-translation method. Thus, the grammar-translation method is based on the explanation of grammatical rules in the native language and the translation of texts. This method is considered a rule-based method. The communicative method is based on the usual knowledge.

Let us compare the communicative method with other methods and present the result in the form of a graph:

Method	Focus	Student Role	Skills	Activity
Grammatical-translation method	Grammar and translation	Passive	Reading and Writing	Poor
Audiolingualism	Repetition and drill	Passive	Speaking	Adequate
Communicative method	Communication	Active	Reading, writing, listening, speaking	Excellent

In the era of digitalization, learning international languages, especially English, has become one of the priorities. We can say that English has become the language of almost all important meetings and conferences. Therefore, we must teach English to our students using the right methods. Along with the correct methods, you should also use tools that make the lesson effective and interesting.

We must use a number of tools to instill communication skills in students in English lessons. The most relevant of these is the use of technological tools. In our era, the role of technology in education is undeniable. In this way, technology develops students' creative thinking, critical approach, and problem-solving skills. Therefore, the proper integration of technological tools into learning is a positive step for both teachers and students. Simply put, the digitalization skills of teachers and students must be developed.

Technology also plays an important role in properly instilling communication skills in students.

Communication skills include listening, reading, writing, and speaking skills, functional language use, and communication in real-life situations. Examples of technological tools used to develop communication skills include interactive applications, games, Duolingo, Speaky, Quizlet, Kahoot, and others. In addition, audio and video resources, English language teaching channels on YouTube, TED talks, podcasts, English-language films, songs, and English-language news channels can be mentioned.

Virtual classes developed with the help of technology provide students with opportunities for synchronous and asynchronous, hybrid learning. In the era of digitalization, the use of these learning models has expanded. They were especially widely used during the pandemic.

The synchronous learning model implies that teachers and students are connected to the lesson at the same time, through the same application (Ur, 2012: 235). Examples of this learning model include the most widely used platforms in Azerbaijan during the pandemic: Zoom, Microsoft Teams, as well as Google Meet and Webex.

These platforms have many advantages and disadvantages.

The positive sides:

In the synchronous learning model, it is possible to communicate in real time, ask questions and exchange information.

Since all the participants of the lesson are online, you can create a real learning environment.

No dependence on location. That is, there is no need to go to school or university to study.

Saving time.

The teacher can provide immediate feedback.

Increases student motivation. However, sometimes some students turn off the camera and do other things while online.

The negative sides:

Weak or missing internet connection. Based on our experience, we can say that some passive students deliberately and intentionally skip classes, using the Internet as an excuse. This reduces the effectiveness of classes.

Some students may join classes from different countries. As we know, there are differences in the time zones of different countries. These differences create difficulties for students to participate in classes.

It is very difficult, and perhaps impossible, to motivate students who are not enthusiastic about classes to study according to this model.

The asynchronous learning model is the exact opposite of the synchronous model. That is, communication does not happen at the same time here. The teacher sends the lesson materials to the students, and the students can use these materials at any time. For example, you can communicate via email, through learning management systems (LMS) such as Edmodo, Canvas, Moodle, etc.

LMS is a digital platform that implements the planning, organization and monitoring of online learning as a learning management system. Materials are exchanged here, student participation is monitored, communication between teacher and students is carried out, and an assessment is carried out.

In an Edmodo-type learning management system (LMS), in addition to parents, both teachers and students see the information sent.

Advantages of the asynchronous model:

Absence of space-time dependence. The teacher can send materials, check and evaluate the submitted assignments at any time and anywhere. In addition, students can receive information provided by the teacher or ask questions anytime, anywhere. This model is more convenient for students from different countries.

The advantage lies in the possibility of multiple viewing of the message window or online group and training.

In this case, a lot of responsibility falls on the students. They are more free to learn.

Disadvantages of this model:

Lack of live communication can distance students from social life and people.

In this case, students are given too much freedom. As a result, some students lose concentration in the lesson.

Since the teacher does not bear much responsibility, he may also postpone feedback and assessment (Ur, 2015: 237).

Another learning model is hybrid. This model was created by combining two other learning methods. In other words, the lessons are synchronous, but the resources are asynchronous.

As a result, models and methods of organizing lessons are selected depending on the purpose of the training, the level of language proficiency of students and the equipment in the classroom.

The use of a hybrid model in the modern learning system creates the basis for a more effective lesson organization.

Recently, the most relevant technological tools are those based on artificial intelligence. The most famous of them is ChatGPT. Almost everyone uses this application. We can use this app as an English-speaking friend, psychologist, teacher, and translator or assistant who sends you any information. In short, this app has become a close assistant for people. However, the disadvantage is that all the information we provide is stored in the data of this application.

Besides ChatGPT, there are also artificial intelligence-based tools such as Grammarly and SpeakPal.

Grammarly is an ideal tool for improving English grammar. It checks the text we have written and corrects grammatical errors. This tool can find synonyms for words. It can also check whether the article or dissertation we wrote is plagiarism. In addition, the application offers writing types such as academic, official, letter, etc.

Thus, by using this application, we can avoid many mistakes that we make in English.

SpeakPal is also a language learning platform based on artificial intelligence technology. Here, using a personalized approach, we can speak English with an artificial intelligence-based teacher and improve the pronunciation of words. In addition, the application can eliminate grammatical errors.

As a private teacher, SpeakPal can create an individual lesson plan based on the learning objectives and the student's language proficiency.

Another advantage of SpeakPal is the ability to instantly correct a student's pronunciation. This app allows you to communicate with a real person and have real dialogues. This contributes to the development of oral speech in English among students. It corrects students' pronunciation during conversation, as well as their grammatical errors.

Proper integration of this kind of artificial intelligence applications into the lesson increases students' interest in the language. They learn by having fun. However, learning is not limited to the classroom. They can develop their oral language anytime, anywhere.

Along with such technological tools, there are also modeling and role-playing game technologies. With the help of these tools, real situations come to life in the classroom.

Conclusions. As a result, it can be said that technological tools allow students to learn regardless of the environment and time. They also increase students' motivation and create a foundation for learning at a pace that is convenient for them. Proper use of technological tools makes the lesson more vivid, effective and memorable.

Based on the general content of the article, we can say that each method has its own place and its advantages. For language lessons to be effective, it is necessary to combine the communicative method with the positive aspects characteristic of other methods. In this case, students will be able to correctly use all the rules of the English language in oral speech.

References:

1. İsmayılova D.A. (2011) Teaching English as a foreign language. Textbook. Baku: Mütərcim, 316 p.
2. Karimov F., Shafiyev A. (2008) Methods of Teaching English in Azerbaijan. Baku.
3. Şirəliyev Ə. (2011) Xarici dillərin tədrisində innovativ yanaşmalar. "Xarici dillərin tədrisinin aktual problemləri" mövzusunda IV Respublika elmi konfransının materialları. s. 187-188.
4. Dell Hymes (1977) Foundations in sociolinguistics. An ethnographic approach. Tavistock Publications. 235 p.
5. Jeremy Harmer (2015) The Practice of English Language Teaching. Pearson Longman.
6. Littlewood W. (2004) Communicative Language Teaching. An introduction. Cambridge University Press.
7. Richards J. C., Rodgers T.S. (2014) Approaches and Methods in Language Teaching. Cambridge University Press, 270 p.
8. Richards J. C. (2006) Communicative Language Teaching Today. Cambridge University Press, 46 p.
9. Searle J. L. (1969) Speech acts. Cambridge: Cambridge University Press.
10. Ur P. A. (2012) Course in English Language Teaching. Cambridge University Press.