

RESEARCH ARTICLE

Developing General English Skills Through Communicative Language Teaching

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Abstract

This article examines the role of Communicative Language Teaching (CLT) in developing General English skills among English language learners. The study is based on the analysis of recent literature related to English language teaching methodologies. Communicative activities such as pair work, group discussions, role plays, and problem-solving tasks provide learners with meaningful opportunities to practice English in real-life situations. The findings indicate that these techniques improve learners' speaking, listening, reading, and writing skills while increasing motivation and confidence. The article concludes that Communicative Language Teaching is an effective approach for enhancing General English proficiency.

KEYWORDS

General English, Communicative Language Teaching, English language teaching, language skills, learner motivation, communicative competence, active learning.

INTRODUCTION

General English aims to develop learners' overall ability to communicate effectively in everyday situations. Unlike English for Specific Purposes (ESP), General English focuses on the balanced development of the four language skills: listening, speaking, reading, and writing, together with grammar, vocabulary, and pronunciation. As English has become an international language for education, employment, and communication, improving General English proficiency has become an important goal for learners of different ages and backgrounds. Traditional language teaching methods often emphasize grammar exercises and memorization, which may help learners understand language rules but provide limited opportunities for meaningful communication. As a result, many learners experience difficulties when using English in real-life situations. This challenge has encouraged educators to adopt learner-centered approaches that promote active participation and authentic language use. Communicative

Language Teaching (CLT) is one of the most widely accepted approaches for developing General English skills. It encourages learners to use English to express ideas, solve problems, and interact with others through meaningful communication. Classroom activities such as pair work, group discussions, role plays, interviews, and information-gap tasks help learners practice language in realistic contexts while improving their confidence and fluency.

The purpose of this article is to examine the effectiveness of Communicative Language Teaching in developing General English skills. The study reviews relevant literature and discusses how communicative classroom practices contribute to the improvement of learners' language proficiency and motivation.

METHODS

This study employed a qualitative research design based on a

review and analysis of published literature related to General English teaching and Communicative Language Teaching. Academic books, peer-reviewed journal articles, and conference papers published between 2015 and 2025 were examined to identify effective instructional strategies for improving General English proficiency.

The selected sources focused on learner-centered teaching approaches, classroom interaction, communicative competence, and language skill development. The collected information was analyzed using descriptive and comparative methods. Similar findings from different studies were compared to identify common themes regarding the effectiveness of communicative activities in English language teaching. No experimental procedures or participant observations were conducted. Instead, the study synthesized existing research findings to provide a comprehensive overview of how Communicative Language Teaching supports the development of General English skills.

DISCUSSION AND RESULTS

The literature indicates that Communicative Language Teaching has a positive impact on the development of General English skills. Most studies report that learners become more confident in using English when they regularly participate in communicative classroom activities. Meaningful interaction allows students to practice vocabulary and grammar naturally rather than through isolated exercises. Pair work and group discussions were found to improve speaking fluency by encouraging learners to exchange ideas and negotiate meaning. Role plays and real-life communication tasks helped students develop practical language skills that can be applied outside the classroom. These activities also reduced learners' anxiety because the focus shifted from grammatical accuracy to successful communication. In addition, communicative activities contributed to improvements in listening comprehension, reading, and writing. Learners were exposed to authentic language input and meaningful contexts, which supported vocabulary acquisition and increased overall language competence. Many researchers also noted higher levels of learner motivation and classroom engagement when communicative methods were used.

Overall, the reviewed studies suggest that Communicative Language Teaching creates an interactive learning environment that supports balanced language development. Although grammatical accuracy remains important,

integrating communication-based activities enables learners to develop both linguistic knowledge and practical communication skills necessary for effective General English use.

CONCLUSION

The findings of this study demonstrate that Communicative Language Teaching is an effective approach for developing General English skills. By providing learners with meaningful opportunities to communicate, this approach enhances speaking, listening, reading, and writing while increasing vocabulary knowledge, confidence, and motivation.

English language teachers are encouraged to incorporate communicative activities into their regular classroom practice to create an engaging and learner-centered environment. Future research may investigate the effectiveness of specific communicative techniques in different educational contexts and among learners with varying proficiency levels.

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