

# Developing A Communicative Culture of Students In EFL Classes

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**Abstract:** The significance of fostering a communicative culture among students studying English as a foreign language (EFL) is one of the actual concerns in current language teaching processes. To succeed in utilizing English in everyday situations, language learners must possess effective communication skills. This article explores methods and approaches that educators can use to encourage communication in EFL classes, which can eventually improve students' confidence and language skills.

**Keywords:** EFL classes, communicative culture, language learning, language proficiency, communication skills

## Introduction

Promoting a communicative culture among students is essential for improving language learning results in the field of English language education. The core of language development is communication, thus fostering an environment in the classroom where students are encouraged to participate in meaningful interactions can have a big impact on their language development.

### So what is communicative culture and why it is so important?

Communicative culture is an element of personal culture, manifested in interpersonal interaction. It is a system of norms and principles of behavior that EFL learners should be aware of, since it is designed to make communication between people as effective as possible. Communicative culture requires that the participants of the communicative process observe the norms and principles that are generally accepted in a given society, do not contradict the principles of the participants, and take into account the rights and freedoms of the individual.

The communicative culture is most closely connected with such factors as a system of values, stereotypes, moral and ethical attitudes, characteristic both for an individual and for society as a whole. It is manifested, first of all, in various features of social and interpersonal interaction. For a formed personality or any learner, the communicative culture becomes part of the internal system of moral values and ideals (Brown, 2007).

Teaching language with a communicative method places more emphasis on actual communication than on rote memorizing of syntax and vocabulary. Teachers can assist students in developing the ability to express themselves accurately and fluently in real-life scenarios by encouraging a communicative culture in their EFL lessons. Students' confidence in utilizing English for communication is increased as well as their language ability through authentic conversations, debates, discussions, and cooperative activities.

### Ways to promote communicative culture of students.

The topic related to the development of communicative culture of students was and is one of the actual topics among researchers and language instructors for all ages. There are some ways that were considered effective by some of the scholars in second language acquisition. For instance, according to Smith (2015) establishing a supportive environment can promote communicative culture. The reason for it is the need of establishing a secure and welcoming learning environment where students can express themselves without worrying about being judged. Another point defined by Richards and Rodgers (2001) accent into promoting student interaction. In order to create a communicative atmosphere in EFL sessions, it is crucial to give students the chance to participate in pair and group activities. According to Brown and Lee's (2018) research, using real materials in EFL classes—like news articles and videos—can aid in students' language and cultural development. And finally, according to Jones and Smith (2020), incorporating technological tools like language learning applications and online discussion boards can help students in EFL classes communicate and work together more effectively.

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### **Strategies for Developing a Communicative Culture.**

While discussions about the ways to promote communicative culture of students are still in progress, some theoretical and practical strategies on developing it may assist educators to encourage communication in EFL classes, which can eventually improve students' confidence and language skills. Here are some strategies for educators that can be successfully applied into real class instructions for promotion of communicative culture:

1. **Pair and Group Activities:** Assign assignments to students to cooperate in small groups or pairs to finish projects, figure out issues, or have discussions. Students can develop their speaking and listening abilities in a supportive setting and collaboration is encouraged as a result.
2. **Authentic Materials:** To introduce children to language use in everyday situations, use authentic materials including news articles, films, podcasts, and music. This improves students' communicative competence and helps them make the connection between language instruction and the outside world.
3. **Task-Based Learning:** Create assignments that need students to use English to accomplish worthwhile tasks, such deciding what to do, fixing an issue, or presenting a presentation. Task-based learning encourages participation in the language learning process and the development of communication skills.
4. **Role-plays and Simulations:** To replicate real-world communication scenarios, including role-plays and simulations into your lectures. Students can practice using English in context and improve their ability to communicate successfully in a variety of settings by doing this.

### **Conclusion**

In conclusion, cultivating language competency and communication skills in EFL programs requires that students create a communicative culture. Teachers have the ability to enable students to become proficient English communicators by fostering an environment in the classroom that values genuine communication and meaningful connections. Students' language learning experiences can be improved and they can be better prepared for communication issues in the real world by fostering a communicative culture through the use of tactics like role-plays, realistic materials, pair and group activities, and task-based learning.

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