

INTEGRATING COMMUNICATIVE, TASK-BASED AND DOGME APPROACHES TO FOSTER CRITICAL THINKING IN ENGLISH LANGUAGE TEACHING

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Abstract: This study explores the integration of Communicative Language Teaching (CLT), Task-Based Language Teaching (TBLT), and the Dogme approach as an innovative framework to enhance critical thinking skills in English language instruction. In contemporary educational contexts, fostering learners' ability to analyze, evaluate, and create meaning has become a central objective. The research argues that combining these three pedagogical approaches creates a learner-centered environment that promotes interaction, authenticity, and cognitive engagement. Communicative Language Teaching emphasizes meaningful communication and real-life language use, while Task-Based Language Teaching focuses on goal-oriented tasks that require problem-solving and collaboration. The Dogme approach, on the other hand, prioritizes emergent language and minimizes reliance on pre-designed materials, encouraging spontaneous and reflective classroom interaction. By integrating these methodologies, teachers can design flexible and context-sensitive lessons that stimulate learners' critical thinking processes. The study adopts a qualitative approach, analyzing classroom practices and theoretical perspectives to demonstrate how this integrative model supports higher-order thinking skills. Findings suggest that such an approach not only improves linguistic competence but also enhances learners' autonomy, creativity, and analytical abilities. The paper concludes that the synergy of CLT, TBLT, and Dogme methodologies provides a powerful pedagogical tool for developing critical thinkers in English language classrooms.

Keywords: Communicative Language Teaching (CLT), Task-Based Language Teaching (TBLT), Dogme approach, critical thinking, English language teaching, learner-centered instruction, classroom interaction, higher-order thinking skills, language pedagogy, authentic communication

INTRODUCTION

In the context of globalization and rapidly evolving educational demands, English language teaching (ELT) has shifted from traditional, form-focused instruction toward more dynamic, learner-centered approaches that prioritize meaningful communication and cognitive development. One of the key competencies required in the 21st century is critical thinking, which enables learners to analyze information, evaluate arguments, and generate innovative ideas. Consequently, modern pedagogical frameworks increasingly emphasize not only linguistic proficiency but also the development of higher-order thinking skills. Communicative Language Teaching (CLT) has long been recognized as a foundational approach in ELT, focusing on authentic communication and the functional use of language in real-life contexts. It encourages learners to actively participate in interaction, negotiate meaning, and develop fluency alongside accuracy. However, while CLT provides a strong basis for communicative competence, it does not always explicitly address the systematic development of critical thinking skills. Task-Based Language Teaching (TBLT) extends the principles of CLT by organizing instruction around meaningful tasks that mirror real-world language use. Through problem-solving activities, collaborative projects, and goal-oriented communication, TBLT naturally engages learners in processes such as reasoning, decision-making, and evaluation. These cognitive processes are closely aligned with critical thinking, making TBLT a powerful tool for integrating language learning with intellectual development. In contrast, the Dogme approach introduces a minimalist

and flexible perspective on language teaching. It emphasizes the use of emergent language arising from classroom interaction rather than relying heavily on pre-planned materials or textbooks. By prioritizing learner-generated content and spontaneous discussion, Dogme creates opportunities for deeper reflection, negotiation of meaning, and critical engagement with language. This approach also fosters a more personalized and context-sensitive learning environment, which is essential for developing independent and reflective thinkers. Despite the individual strengths of these approaches, there is a growing need to explore how their integration can create a more holistic and effective pedagogical model. Combining CLT, TBLT, and Dogme allows educators to harness the communicative focus of CLT, the structured cognitive engagement of TBLT, and the adaptive, learner-driven nature of Dogme. Such an integrative framework has the potential to transform the language classroom into a space where communication, collaboration, and critical inquiry coexist. Therefore, this study aims to examine how the integration of these three approaches can foster critical thinking in English language learners. It seeks to identify the pedagogical benefits of this combination and to demonstrate how teachers can implement it in practice to enhance both linguistic and cognitive outcomes. By addressing this intersection, the research contributes to the ongoing development of innovative and effective methodologies in English language teaching.

LITERATURE REVIEW AND METHODOLOGY

In recent decades, English Language Teaching (ELT) has undergone significant transformation, with increasing emphasis on communicative competence, learner autonomy, and cognitive engagement. Among the most influential approaches, Communicative Language Teaching (CLT), Task-Based Language Teaching (TBLT), and the Dogme approach have been widely discussed in both theoretical and practical contexts. Communicative Language Teaching, developed in response to the limitations of grammar-translation and audiolingual methods, foregrounds the importance of meaningful interaction and functional language use. Scholars have highlighted that CLT promotes fluency and sociolinguistic competence by encouraging learners to use language in authentic situations. However, some researchers argue that while CLT enhances communicative ability, it may not always provide sufficient structure for developing analytical and critical thinking skills unless supplemented with cognitively demanding tasks. Task-Based Language Teaching has been widely recognized as an extension and refinement of CLT principles. According to leading theorists, TBLT organizes language instruction around tasks that reflect real-world communication and require learners to use language as a tool for achieving specific outcomes. Studies indicate that task-based activities, such as problem-solving, decision-making, and collaborative projects, engage learners in higher-order thinking processes. These activities not only improve language proficiency but also foster skills such as reasoning, evaluation, and creativity, which are central to critical thinking. The Dogme approach, introduced as a reaction against over-reliance on textbooks and pre-packaged materials, offers a more flexible and interaction-driven perspective. It emphasizes “teaching unplugged,” where lessons are shaped by learners’ immediate needs and classroom discourse. Researchers suggest that Dogme encourages deeper engagement with language by promoting spontaneity, reflection, and negotiation of meaning. This approach aligns closely with constructivist theories of learning, where knowledge is co-constructed through interaction and experience. Despite the substantial body of research on each of these approaches individually, relatively few studies have examined their combined application. Existing literature suggests that integrating multiple methodologies can create a more balanced and effective learning environment. The communicative focus of CLT, the task-oriented structure of TBLT, and the emergent, learner-centered nature of Dogme complement each other in fostering both linguistic competence and cognitive development. This study builds on these insights by proposing an integrated framework aimed specifically at enhancing critical thinking in ELT contexts.

This study adopts a qualitative research design to explore the effectiveness of integrating CLT, TBLT, and Dogme approaches in fostering critical thinking skills among English language learners. The qualitative approach is particularly suitable as it allows for an in-depth examination of classroom practices, learner interactions, and pedagogical strategies. The research is based on a descriptive and analytical method, drawing on both theoretical sources and practical classroom observations. Data collection involves the analysis of teaching scenarios, lesson plans, and sample classroom activities designed according to the integrated framework. Additionally, reflective teaching practices and learner responses are considered to evaluate the impact of these approaches on students' cognitive engagement. The study focuses on identifying key pedagogical principles that emerge from the integration of the three approaches. These include learner-centered instruction, authentic communication, collaborative problem-solving, and the use of emergent language. Special attention is given to how these principles contribute to the development of critical thinking skills such as analysis, evaluation, inference, and creativity. Data analysis is conducted through thematic analysis, where recurring patterns and concepts related to critical thinking and language use are identified and interpreted. The findings are then compared with existing theoretical frameworks to ensure validity and consistency. Overall, the methodology aims to provide a comprehensive understanding of how an integrative approach can be implemented in practice and how it influences both linguistic and cognitive outcomes in English language teaching. This approach not only highlights the pedagogical value of combining CLT, TBLT, and Dogme but also offers practical insights for educators seeking to enhance critical thinking in their classrooms.

RESULTS AND DISCUSSION

The findings of this study demonstrate that the integration of Communicative Language Teaching (CLT), Task-Based Language Teaching (TBLT), and the Dogme approach creates a highly effective environment for fostering critical thinking skills in English language learners. The analysis of classroom practices and pedagogical models reveals several key outcomes related to both linguistic development and cognitive engagement. Firstly, the communicative foundation provided by CLT significantly enhances learners' ability to express ideas, negotiate meaning, and participate in interactive discourse. Through pair work, group discussions, and role-play activities, students are encouraged to articulate their thoughts clearly and respond to others' perspectives. This interaction not only improves fluency but also promotes critical thinking by requiring learners to interpret, analyze, and evaluate information in real time. The implementation of TBLT introduces a structured framework for engaging learners in higher-order cognitive processes. Tasks such as problem-solving activities, debates, case studies, and project-based assignments were found to stimulate analytical thinking and decision-making. Learners actively engage in identifying problems, generating solutions, and justifying their choices, which directly contributes to the development of reasoning and evaluative skills. Moreover, task-based learning fosters collaboration, allowing students to exchange ideas and challenge each other's viewpoints, further strengthening their critical thinking abilities. The Dogme approach adds a dynamic and flexible dimension to the learning process by prioritizing emergent language and spontaneous interaction. Classroom observations indicate that when learners are given the freedom to introduce topics and express personal experiences, they become more cognitively and emotionally invested in the learning process. This leads to deeper reflection, increased curiosity, and a greater willingness to question assumptions. The absence of rigid materials encourages learners to engage more actively with language and meaning, thereby enhancing their ability to think critically.

An important result of integrating these three approaches is the creation of a balanced pedagogical environment. While CLT ensures meaningful communication, TBLT provides cognitive structure, and Dogme fosters adaptability and learner autonomy. Together, they

address both the linguistic and intellectual dimensions of language learning. The synergy between these approaches enables teachers to design lessons that are not only interactive but also intellectually stimulating. Furthermore, the findings suggest that this integrative model positively influences learner motivation and engagement. Students demonstrate increased participation, greater confidence in expressing ideas, and a stronger sense of ownership over their learning. These affective factors play a crucial role in supporting critical thinking, as motivated learners are more likely to engage in complex cognitive tasks and persist in problem-solving activities. However, the study also identifies certain challenges associated with implementing this integrated approach. Teachers may require additional training to effectively combine these methodologies and to manage flexible, learner-driven classroom environments. Time constraints and curriculum requirements can also limit the extent to which such an approach can be fully applied. Despite these challenges, the overall benefits outweigh the limitations, particularly in terms of promoting critical thinking and communicative competence. In comparison with traditional teacher-centered methods, the integrated use of CLT, TBLT, and Dogme represents a significant shift toward a more holistic and learner-oriented model of language teaching. It not only equips learners with practical language skills but also prepares them to think critically, communicate effectively, and adapt to complex real-world situations.

CONCLUSION

This study has explored the pedagogical value of integrating Communicative Language Teaching (CLT), Task-Based Language Teaching (TBLT), and the Dogme approach as a comprehensive framework for fostering critical thinking in English language teaching. The findings highlight that such an integrative model effectively bridges the gap between language acquisition and cognitive development, addressing the demands of modern education. The research demonstrates that CLT provides a strong foundation for meaningful interaction and communicative competence, enabling learners to engage actively in real-life language use. TBLT, in turn, contributes a structured approach to learning by incorporating tasks that require problem-solving, collaboration, and decision-making. Meanwhile, the Dogme approach enhances flexibility and responsiveness in the classroom by promoting emergent language and learner-driven content. When combined, these approaches create a synergistic effect that supports not only linguistic proficiency but also the development of higher-order thinking skills. A key conclusion of this study is that critical thinking can be effectively cultivated when learners are placed at the center of the educational process and are actively involved in constructing knowledge through interaction and experience. The integration of these methodologies encourages learners to analyze information, evaluate different perspectives, and produce original ideas. As a result, students become more autonomous, reflective, and confident in their use of language. Furthermore, the study underscores the importance of adopting flexible and adaptive teaching strategies that respond to learners' needs and classroom dynamics. The integrated approach allows educators to move beyond rigid instructional models and create more engaging and intellectually stimulating learning environments. This is particularly relevant in the context of 21st-century education, where the ability to think critically and communicate effectively is essential. However, the successful implementation of this integrative framework requires careful planning, teacher training, and institutional support. Educators need to develop the skills necessary to balance structure and spontaneity, manage interactive classrooms, and design tasks that align with both linguistic and cognitive objectives. Despite these challenges, the long-term benefits of this approach make it a valuable contribution to contemporary language pedagogy.

In conclusion, the integration of CLT, TBLT, and the Dogme approach represents a promising direction for English language teaching. It offers a holistic model that not only improves language skills but also prepares learners to navigate complex communicative and

intellectual challenges. Future research may further investigate the practical application of this framework in diverse educational contexts and explore its impact on different learner groups.

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