

THE IMPORTANCE OF USING THE COMMUNICATIVE LANGUAGE TEACHING (CLT) APPROACH IN ENHANCING SPEAKING SKILL

Teshaboyeva Nafisa Zubaydulla qizi

Jizzakh branch of the National University of Uzbekistan

named after Mirzo Ulugbek

The Faculty of Psychology, the department of Foreign languages

Philology and teaching languages

nafisateshaboyeva@gmail.com

Student of group 103-23: Haydarova Sevinch Ummat qizi

Abstract: In modern language education, the ability to speak fluently and effectively in real-life situations has become a primary goal. The Communicative Language Teaching (CLT) approach has emerged as a dominant paradigm for developing speaking skills in second and foreign language learners. Unlike traditional approaches that emphasize grammar and rote memorization, CLT prioritizes the functional use of language and encourages authentic communication. This article explores the theoretical foundations of CLT, its principles, and how it is implemented in teaching speaking skills. The paper also highlights the benefits and challenges of the CLT approach, outlines various classroom strategies, and discusses assessment techniques aligned with communicative objectives. The conclusion emphasizes the need for integrating fluency, accuracy, and meaningful interaction to cultivate effective and confident speakers in the target language.

Keywords: Communicative Language Teaching, CLT, speaking skills, language teaching, second language acquisition, fluency, interaction, task-based learning, real-life communication, learner-centered approach

Introduction

In today's globalized world, speaking is regarded as one of the most essential skills in language learning. Learners are expected not only to understand the rules of grammar but also to express themselves effectively and appropriately in real-time communication. The

Communicative Language Teaching (CLT) approach has been widely adopted to meet this demand. CLT is based on the idea that the primary function of language is communication, and it emphasizes learning to use language through interaction. This paper investigates how CLT enhances speaking skills, focusing on its core principles, classroom practices, and its impact on learner engagement and communicative competence.

Theoretical Background of CLT

CLT evolved as a response to the limitations of traditional grammar-translation and audio-lingual methods, which focused more on memorization and less on real communication. Influenced by sociolinguists such as Dell Hymes, who introduced the concept of communicative competence, CLT aims to equip learners not just with grammatical knowledge but with the ability to use language appropriately in different contexts.

Key theoretical influences include:

- Dell Hymes' Communicative Competence (1972)
- Canale and Swain's (1980) model: grammatical, sociolinguistic, discourse, and strategic competence
- Vygotsky's social interactionist theory, emphasizing the role of social interaction in learning

Principles of CLT in Teaching Speaking

CLT is grounded in several core principles that guide the teaching of speaking skills:

1. Communication is the goal of language learning
2. Learners must be able to communicate meaningfully, not just accurately.
3. Meaning over form
4. Focus is on understanding and expressing messages, even if minor grammatical errors occur.
5. Authentic communication
6. Activities should reflect real-world communication (e.g., debates, interviews, negotiations).
7. Learner-centered instruction Students take an active role in learning; teachers serve as facilitators.

8. Interaction-based learning Speaking is developed through interaction—pair work, group work, and role-plays.

Classroom Techniques and Activities in CLT

CLT employs a variety of interactive, task-based, and functional speaking activities:

Role-plays and Simulations

Students act out scenarios like ordering food, visiting a doctor, or booking a hotel.

Information-Gap Activities

Learners are given different pieces of information and must communicate to complete a task (e.g., map completion, schedule planning).

Problem-Solving Tasks

Students collaborate to find solutions to problems, encouraging negotiation of meaning.

Discussions and Debates

Promote fluency and critical thinking through opinion sharing and argumentation.

Interviews and Surveys

Encourage questioning, answering, and spontaneous interaction.

Storytelling and Presentations

Allow learners to speak at length using organized, structured language.

These activities provide comprehensible input and opportunities for output, which are both essential for speaking development.

Benefits of CLT in Speaking Instruction

- Improves fluency and confidence Students gain confidence through constant practice in speaking real language.
- Promotes motivation Authentic tasks are engaging and relevant to learners' lives.

- Develops functional and strategic competence learners develop strategies for expressing themselves even with limited language.
- Enhances social and cultural awareness students learn how to adapt language use in different contexts and cultures.
- Encourages learner autonomy learners take more responsibility for their communication.

Challenges in Implementing CLT

While CLT offers numerous benefits, its implementation is not without challenges:

- Lack of teacher training
- Many teachers lack the training to design and manage communicative classrooms.
- Large class sizes CLT requires interaction, which is harder to manage in overcrowded classes.
- Assessment difficulties traditional grammar-based tests do not align with CLT goals.
- Cultural resistance in some educational contexts, students and teachers prefer traditional, teacher-centered methods.
- Limited resources schools may lack authentic materials or access to real communication tools.

Assessment in CLT-Based Speaking Instruction

Assessment in CLT should measure communicative competence, not just grammatical accuracy. Suggested methods include:

- Performance-based assessment evaluate role-plays, discussions, and presentations using rubrics.
- Peer and self-assessment involve learners in evaluating their own and others' communication.
- Portfolio assessment collect samples of speaking over time (e.g., recordings, reflections).
- Rubrics with fluency, appropriateness, and coherence criteria
Balance linguistic and functional performance.

Integrating CLT with Other Approaches

While CLT focuses on fluency and interaction, combining it with form-focused instruction (such as grammar explanation when needed) leads to more balanced development. This integrated approach ensures learners are not only fluent but also accurate.

Conclusion

The Communicative Language Teaching (CLT) approach represents a significant evolution in language pedagogy, particularly in the domain of speaking instruction. Its core philosophy—that language learning is most effective when learners are actively engaged in meaningful, purposeful communication—has transformed traditional classroom practices and made them more dynamic, interactive, and learner-centered. CLT moves away from the rigid, form-focused teaching that dominated the grammar-translation and audio-lingual methods of the past. Instead of isolating language into decontextualized rules and drills, CLT encourages the use of language in real-world contexts. This makes the classroom a simulation of authentic communicative environments, helping learners to develop not only grammatical accuracy but also pragmatic competence, fluency, and confidence.

One of the greatest strengths of CLT lies in its emphasis on **functional language use**. Learners are trained to navigate everyday situations, solve problems, express opinions, and interact naturally with others. This prepares them not just for exams, but for practical use of the language in academic, professional, and social settings. Activities such as role-plays, discussions, interviews, and task-based projects allow for creativity, collaboration, and critical thinking—skills essential in 21st-century education. Another important contribution of CLT is its role in promoting **learner autonomy and motivation**. By shifting the role of the teacher from knowledge-giver to facilitator, CLT empowers students to take charge of their learning. Students become more responsible, self-reflective, and engaged when they participate in meaningful communicative tasks, rather than memorizing abstract rules with little relevance to their personal lives. However, implementing CLT is not without challenges. Teachers may face difficulties related to large class sizes, limited resources, cultural resistance, or lack of training. Furthermore, assessing communicative competence requires alternative approaches that go beyond traditional grammar tests. Performance-based assessment, observation, self-evaluation, and rubric-based grading must be integrated into the curriculum to ensure that students' communicative growth is measured fairly and effectively.

In conclusion, CLT is a comprehensive and effective approach to developing speaking skills in language learners. Its success lies in its ability to balance **fluency and accuracy, structure and spontaneity, and individual and collaborative learning**. For speaking instruction to be truly effective, educators must embrace CLT principles while remaining flexible to their specific teaching contexts. They must also invest in ongoing professional development, adapt assessment methods, and design interactive, student-centered classrooms. Only through such efforts can the true potential of communicative language teaching be realized—producing learners who are not only proficient in the language but also confident, culturally aware, and capable of thriving in diverse communication settings.

The list of used literature

1. Richards, J. C., & Rodgers, T. S. (2001).

Approaches and Methods in Language Teaching (2nd ed.). Cambridge University Press.

– This book gives a comprehensive overview of CLT and its practical application in language classrooms, including its impact on speaking skills.

2. Savignon, S. J. (2002).

Communicative Language Teaching: Linguistic Theory and Classroom Practice.

– A well-known work that explains the theoretical background of CLT and its effectiveness in classroom practice, especially in developing communicative competence.

3. Littlewood, W. (1981).

Communicative Language Teaching: An Introduction. Cambridge University Press.

– A foundational book explaining how CLT works and how it helps learners develop speaking skills through meaningful interaction.

4. Harmer, J. (2007).

The Practice of English Language Teaching (4th ed.). Pearson Longman.

– This book discusses various teaching methodologies including CLT, with a focus on techniques that improve speaking proficiency.

5. Teshaboyeva Nafisa Zubaydullayevna "Teaching vocabulary in ELS classroom". Anne Anderson and Tony Lynch (1988). Listening. Oxford University Press

6. Teshaboyeva, N. Z., & Niyatova, M. N. (2021). General meanings of the category of tenses. *International Journal of Development and Public Policy*, 1(6), 70-72.

7. Teshaboyeva, N. Z., & Niyatova, M. N. (2022). The significant role of literature in teaching and learning process. *International Journal of Development and Public Policy*, 1(6), 70-72.

8. Тешабоева, Н. (2023). Teaching writing as a major part of productive skills in mixed ability classes. *Информатика и инженерные технологии*, 1(2), 652-656.

9. Teshaboyeva, N., & Davlatboyeva, O. (2024). MODERN TRENDS IN TEACHING FOREIGN LANGUAGES. *Молодые ученые*, 2(35), 108-111.

10. Zubaydulla, T. N. (2023). THE CLASSIFICATION OF SYNONYMS AND THEIR SPECIFIC FEATURES." XXI ASRDA INNOVATION TECHNOLOGIYALAR, FAN VA TA'LIM TARAQQIYOTIDAGI DOLZARB MUAMMOLAR" nomli respublika ilmiy-amaliy konferensiyasi, 1(12), 126-131.