



THE ROLE OF COMMUNICATIVE LANGUAGE TEACHING (CLT) IN ENHANCING SPEAKING SKILLS

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ABSTRACT

The article examines the role of Communication Language Teaching (CLT) in language learning, focusing on its learner-centered approach, meaningful engagement, and practical language use. CLT prioritizes communication over language ability, encouraging fluency through talks and role-playing exercises. It promotes communicative competence, which includes the capacity to communicate clearly both orally and in writing in a variety of circumstances, as well as active student engagement.

Methodology is one of the most important elements to implement the objective of education in teaching learning process particularly in English classes. The main purpose of this scientific writing since GTM is commonly used previously and CLT is very famous nowadays. Communicative approach, commonly referred to as communicative language teaching (CLT) is a method of teaching languages that places an emphasis on interaction as the means and ultimate of the learning. GTM is applied for helping students to read and appreciate foreign language literature objectives. In other words, the essential aim of learning language is to be able to read literature written in the target language. For a comparison, CLT intends largely to make the communication competence become the main goal of language teaching process (Larsen-Freeman and Anderson, 2011:14 &115). In asserting, the teacher uses GTM to have the pupils examine the language instead of using it. Instead of having the pupils examine the language, the teacher uses it with CLT. Both of the approaches are therefore highly intriguing topics to discuss and help in the development of communication. The development of useful language abilities is another important benefit. In contrast traditional methods, which provide serious consideration to grammar and vocabulary, CLT focuses on language use for practical purposes. This implies that students acquire the ability to carry out a variety of communicative tasks, which are necessary for daily conversation and include asking for directions, making requests, taking part in discussions and dialogues. Take an example of this dialogue:

Teacher: "Good morning, everyone! How are you today?"

Student 1: "I'm doing well, thank you!"

Student 2: "I'm a little tired, but I'm ready to learn!"

Students can express their ideas clearly and confidently. In the result they feel more comfortable conversing in a foreign language and these skills help students to enhance problem-solving abilities and develop teamwork skills with encouraging active participation in group discussions and improving collaborative communication. In addition, Ulugbek Azizov, Ph.D., in his research on Speaking and Communicative Competence, highlighted the differences and connections between CLT and GTM as follows: Language teachers in Uzbekistan often utilize the Grammar Translation Method (GTM) when they teach the skill of speaking. To master speaking skills has meant to memorize form/structure and meanings/semantics. As such, students are expected to follow linguistic rules and dictionary meanings while speaking about any topic. Teaching speaking within a GTM conceptualization has often caused some problems that carry over into real (and substantial) human communication. With the introduction of Communicative Language Teaching (CLT) in Uzbekistan in 2012, the focus shifted from learning form and semantics to studying language in use. We do not argue that the GTM is invaluable, and we respect what this methodology brings to the area of language teaching and learning. However, within use, language learners are expected to consider the intended meaning of an utterance and take into consideration values, beliefs, and shared knowledge (David L. Chiesa, Ph.D. (Ed.) p.161). In my view, while both GTM and CLT have their benefits, CLT seems more effective in today's language learning environment because it emphasizes real communication and practical use of the language. GTM, however, still offers value, especially in building a strong grammatical foundation. A balanced approach that incorporates both methods could help students gain both the structural knowledge and the communicative skills necessary for fluency.

When it comes to the core principles of Communicative Language Teaching (CLT), and from my perspective, the central idea behind CLT is that the most effective way to learn a language is through genuine communication. Instead of just memorizing rules or studying artificial textbook examples, this approach encourages students to actively use the language in real-world scenarios, making the learning process more practical and meaningful.

The foundational principles of CLT include the following:

1. Firstly, emphasizing the ability to communicate meaning over mastering grammatical forms;
2. Secondly, promoting the use of authentic materials and real-life scenarios to make learning more relevant and engaging;
3. Thirdly, encouraging student interaction, which is essential for developing communication skills;
4. Fourthly, supporting a student-centered strategy, in which students actively participate in their education.

Communicative competence is the ability and knowledge of a language user regarding how, what, and where to speak appropriately based on cultural norms, traditions, shared rules, and social expectations. It refers to the ability to understand social meaning and to be understood within a given social context. Prominent professors and teachers David L. Chiesa, Ph.D. (Ed.), Ulugbek Azizov, Ph.D., Svetlana Khan, Klara Nazmutdinova, and Komila Tangirova have extensively researched the topic and significantly advanced communicative competency in language teaching. Their research emphasizes how important it is to take a comprehensive approach to language learning by considering every aspect of proficiency. An ability of understanding social meaning and being understood within a social context. It consists of four aspects: linguistic, sociolinguistic, pragmatic/discourse, and strategic. (David L. Chiesa, Ph.D. (Ed.) p.24). This statement proves that communicative competence involves employing it in social, cultural, and traditional contexts not only speaking the language accurately and fluently. It is crucial to comprehend social norms, culture, and context in addition to linguistic principles for efficient interpersonal communication. This competency is intended to be developed through communicative language instruction, which covers both deeper and

broader facets of language acquisition and makes learning a language both theoretically and practically effective.

The four aspects of Communicative Competence:

1. Linguistic Competence - The capability to use language for various communicative tasks and goals.
2. Sociolinguistic Competence - Understanding when to use formal and informal speech and how to adjust language according to social situations.
3. Pragmatic/Discourse Competence - Understanding how to utilize language in ways that are appropriate to the context and communicative goal.
4. Strategic Competence - The ability to communicate effectively despite having limited language skills, employing different tactics to fill gaps in knowledge or communication. (David L. Chiesa, Ph.D. (Ed.) p.24).

The roles of Teachers and Students in the Classroom.

New roles for instructors and students in the classroom were also suggested by the kinds of classroom activities suggested in CLT. Students were now required to engage in cooperative learning activities in the classroom as opposed to individualistic ones. Instead of looking to the teacher as an example, students have to learn how to listen to their peers in group or pair projects. They were supposed to assume more accountability for their own education. Teachers were now required to take on the roles of monitor and facilitator. CLT approach prioritizes the development of meaningful communication skills in the target language. It encourages students to actively use the language for authentic purposes such as discussing real-life situations problem-solving and exchanging information. This approach fosters student engagement and encourages learners to develop fluency and competence by using the language to interact and express themselves effectively, role play situations where students book a hotel room or order food at a restaurant or one student might take the role of a tourist asking for directions, while another student acts as a local guide. The tourist would ask for directions to popular landmarks, and the guide would respond, giving clear and polite instructions. This effective technique promotes fluency emphasizes real-life communication. But the coin has two sides that it may neglect grammar instruction challenging for shy students and require more preparation time. Communicative activities can be more controlled to build accuracy in language use. However, they can also be less teacher controlled in order to build fluency. There are two versions of a communicative role-play activity.

For an accuracy role play, put students into pairs and give each of them a dialogue. The students then take turns practicing the dialogue with a specific accuracy goal in mind. For example, teacher might ask students to practice using proper intonation when asking questions, while the students are talking teacher can move around the room to correct any mistakes.

For a fluency role play, teacher do not give students a pre-written dialogue. Instead, teacher assign each group of students a scenario to dialogue about car accident. The students could take on roles such as police officer, driver 1, driver 2, and the witness. They can then freely ask each other questions when acting out the car accident scenario.

Regarding the aforementioned facts, a set of another essential speaking activities in CLT can be used. They are ***“Information-gap”, “Jigsaw”, and “Role-play”***.

The notion of an Information-gap is a key component of CLT communication. This alludes to the reality that in authentic communication, people typically communicate to obtain information that they do not already possess. We refer to this as an information gap. Students who use their linguistic and communicative skills to gather information rather than just practicing language forms for the purpose of practicing them are likely to engage in more real conversation in the classroom.

The Jigsaw technique is a popular cooperative learning method in English as a Second Language (ESL) and English for Speakers of Other Languages (ESOL) courses. These are also

based on the Information-gap principle. Typically, the class is divided into groups and each group has part of the information needed to complete an activity. The class must fit the pieces together to complete the whole. In so doing, they must use their language resources to communicate meaningfully and so take part in meaningful communication practice. (Azizova, F. S. p.47)

As we emphasized earlier, role play is a key activity in CLT that encourages students to engage in authentic communication by simulating real-life situations. This activity is designed to help students practice using language in meaningful, context-based interactions, and it can be used to develop speaking, listening, and interaction skills. Through role play, learners are able to use the language more flexibly and confidently.

As we know, most of language learners spend years hitting the books, learning grammar rules, and building vocabulary, but when it comes to speaking, they freeze up. This is common experience for many people learning English. They may have a good grasp of the language on paper, but putting it into practice in real-time conversations can be a whole different complicated situation.

It is almost like meticulously collecting all the finest ingredients for a delicious cake- flour, sugar, eggs, the perfect chocolate- but then never getting around to mixing them together and baking. They might have all the knowledge and components, but they have not truly mastered the skill of baking the cake until they dive in. Studies show that actively producing languages even with mistakes, leads to faster neural pathway formation than passive study alone. Despite the limitations of passive study alone, by incorporating activities such as role plays, information gaps, and jigsaw tasks, CLT enables learners to immerse themselves in real-life language use, making the learning process more dynamic and engaging. These activities foster active participation, which leads to a deeper understanding and retention of the language. As a result, learners are not merely collecting knowledge; they are actively developing the skills necessary to use the language confidently in authentic, real-world situations. This approach ensures that language learning goes beyond theoretical knowledge, empowering learners to communicate effectively and fluently.

In conclusion, Communicative Language Teaching (CLT) plays a vital role in language acquisition by emphasizing real-world communication and interactive learning. Unlike traditional methods such as Grammar Translation Method (GTM), which focuses on memorizing rules and structure, CLT encourages students to engage actively in language use through activities like role-plays, information gaps, and jigsaw tasks. These activities not only improve fluency and comprehension but also build the practical skills necessary for meaningful communication. CLT emphasizes the importance of learning a language in context, helping students understand how to use the language appropriately in various social situations. By prioritizing communicative competence, learners are not just acquiring theoretical knowledge but are also gaining the ability to express themselves effectively in real-life scenarios. While GTM provides a strong foundation in grammar and structure, CLT encourages the practical application of language, making learning more dynamic and engaging. This combination of theoretical understanding and real-life communication prepares students to become more confident, capable communicators. Ultimately, CLT fosters an immersive and interactive learning environment that is essential for developing the skills needed for fluent and effective language use.

The list of used literature:

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