



## THE ROLE OF COMMUNICATIVE LANGUAGE TEACHING IN DEVELOPING SPEAKING SKILLS.

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### ABSTRACT

*This thesis explores the significant role of Communicative Language Teaching (CLT) in enhancing speaking skills among foreign language learners. Speaking is considered one of the core skills in language acquisition, and CLT provides a learner-centered approach that promotes interactive and meaningful communication. The research analyzes theoretical frameworks, practical applications, and challenges of implementing CLT in classrooms. It also highlights the effectiveness of various communicative activities in fostering learners' fluency, accuracy, and confidence in oral communication.*

### Introduction

Language is a vital tool for human communication, and mastering speaking skills is fundamental for effective interpersonal interactions. Among the four main language skills—listening, speaking, reading, and writing—speaking is considered the most challenging to acquire because it requires real-time processing, vocabulary recall, grammar accuracy, and pronunciation [1]. Traditionally, language teaching focused on grammar-translation and rote memorization, which often neglected practical communication [2]. However, Communicative Language Teaching (CLT) emerged in the late 20th century as a response to these limitations. CLT emphasizes communication as the primary goal of language learning and encourages learners to engage in authentic and meaningful language use [3].

The purpose of this thesis is to investigate the role of CLT in developing speaking skills. It seeks to understand how CLT promotes oral proficiency, what methods and activities are most effective, and how educators can overcome challenges in its implementation.

### Analysis and discussion

#### Theoretical Background of CLT

Communicative Language Teaching is grounded in the principle that language learning is most effective when learners are actively involved in communication. According to Canale and Swain (1980), communicative competence consists of grammatical, sociolinguistic, discourse, and strategic competencies, all of which are crucial for speaking skills development [4]. Hymes (1972) argued that knowing a language involves not only grammatical knowledge but also the ability to use language appropriately in social contexts [5]. Therefore, CLT focuses on functional language use rather than mere structural accuracy.

### Key Features of CLT for Speaking Skills

**1.Learner-Centered Approach:** In CLT classrooms, learners take the initiative in communication, express personal opinions, and participate in discussions, which enhances their speaking confidence [6].

**2.Authentic Materials and Contexts:** Using real-life situations, dialogues, and role-plays allows learners to practice speaking in contexts similar to actual communication [7].

**3.Interaction and Collaboration:** Pair work, group discussions, and task-based activities promote negotiation of meaning, turn-taking, and interactive competence [8].

**4.Fluency over Accuracy (Initially):** While accuracy is important, CLT prioritizes fluency in early stages to reduce learners' fear of speaking [9].

### Practical Applications in the Classroom

Several communicative activities are commonly employed to develop speaking skills:

- **Role-Plays:** Simulating real-life situations, such as ordering food or asking for directions, allows learners to use language contextually [6].

- **Information Gap Activities:** Students share information that only they possess, which encourages meaningful interaction and questioning [7].

- **Debates and Discussions:** These activities improve argumentative skills, vocabulary, and spontaneous speech production [8].

- **Storytelling and Presentations:** Learners practice organizing ideas and expressing them clearly in front of peers, enhancing both fluency and confidence [9].

### Challenges in Implementing CLT

Despite its advantages, several challenges may arise:

- **Large Class Sizes:** Monitoring all students and providing sufficient speaking opportunities can be difficult [10].

- **Limited Teacher Training:** Not all teachers are trained to implement CLT strategies effectively [3].

- **Cultural Factors:** In some educational settings, students may be reluctant to speak freely due to fear of mistakes or hierarchical classroom culture [2].

- **Assessment Difficulties:** Measuring communicative competence is more complex than traditional grammar-based assessments [4].

### Effectiveness of CLT in Developing Speaking Skills

Research indicates that students exposed to CLT exhibit higher levels of oral proficiency than those in traditional teaching environments. For example, studies in ESL and EFL contexts have shown significant improvement in fluency, pronunciation, and interactive competence after systematic use of CLT activities [5][6]. Moreover, CLT not only improves linguistic skills but also enhances learners' motivation and confidence, essential factors for continuous language learning [7].

### Conclusion

Communicative Language Teaching plays a pivotal role in developing speaking skills by emphasizing meaningful interaction, learner participation, and authentic language use. While challenges such as large class sizes, limited teacher training, and cultural constraints exist, CLT remains a highly effective approach for fostering oral communication competence. Teachers can maximize the benefits of CLT through carefully designed activities like role-

plays, discussions, storytelling, and information-gap tasks. Ultimately, CLT encourages learners to become confident, fluent, and effective communicators in a foreign language, bridging the gap between classroom learning and real-world communication.

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