

## THE EFFECTIVENESS OF THE CLT APPROACH IN ENHANCING SPEAKING SKILLS IN YOUNG ESL LEARNERS

***Musoyeva Aziza Botirovna***

*Scientific supervisor, SamSIFL*

***Mirjalolova Maftunaxon Omonjon qizi***

*Student, SamSIFL*

***Nosirova Moxlaroy Maksudjon qizi***

*Student, SamSIFL*

**Abstract:** This theoretical article examines the effectiveness of Communicative Language Teaching (CLT) in enhancing speaking skills among young English as a Second Language (ESL) learners. Through a comprehensive review of existing literature and theoretical frameworks, the study analyzes how CLT principles facilitate oral language development in children. The methodology involves systematic analysis of CLT implementation strategies, pedagogical approaches, and theoretical foundations that support speaking skill acquisition. Results indicate that CLT's emphasis on meaningful interaction, fluency over accuracy, and learner-centered activities creates optimal conditions for young learners to develop communicative competence.

**Keywords:** Communicative Language Teaching, speaking skills, young learners, ESL education, oral proficiency, language acquisition

### Introduction

The development of speaking skills represents a fundamental objective in English as a Second Language (ESL) education, particularly for young learners who are at critical stages of language acquisition. Traditional grammar-translation methods have proven insufficient in preparing students for authentic communication, leading to widespread adoption of Communicative Language Teaching (CLT) approaches globally since the 1980s (Richards, 2006). CLT emphasizes the development of communicative competence through meaningful interaction rather than isolated linguistic knowledge, marking a significant paradigm shift in language pedagogy.

Young learners, typically defined as children between 3 and 12 years of age, possess unique cognitive and developmental characteristics that influence language learning processes (Cameron, 2001). These learners benefit from approaches that integrate language use with natural play, social interaction, and experiential learning. The CLT approach aligns particularly well with young learners' developmental needs by prioritizing authentic communication over grammatical perfection and encouraging language use in meaningful contexts (Musoyeva, 2021).

Despite CLT's widespread acceptance in English-speaking nations and international contexts, questions remain regarding its specific effectiveness in enhancing speaking skills among young ESL learners (Liao & Zhao, 2012). While numerous studies have examined CLT implementation in general ESL contexts, fewer have focused specifically on the theoretical foundations and mechanisms through which CLT facilitates oral language development in younger age groups. This theoretical gap necessitates a comprehensive examination of how CLT principles translate into effective speaking skill development for children.

The purpose of this article is to theoretically examine the effectiveness of CLT in enhancing speaking skills among young ESL learners by analyzing existing literature, pedagogical frameworks, and theoretical perspectives. Specific research questions include: (1) What theoretical foundations support CLT's effectiveness for young learners' speaking development? (2) How do specific CLT techniques address the developmental needs of young learners? (3) What challenges and limitations exist in implementing CLT for young learners' speaking instruction?

### **Methodology**

This theoretical study employs a qualitative research design based on systematic literature review and critical analysis of existing scholarship on CLT and young learner pedagogy. The methodology involves examining theoretical frameworks, pedagogical approaches, and empirical findings from multiple sources to construct a comprehensive understanding of CLT's effectiveness in developing speaking skills.

Sources were selected from peer-reviewed journals, academic books, and authoritative educational publications focusing on CLT implementation, young learner education, and speaking skill development. Key databases included educational research repositories and language teaching journals published between 2001 and 2024. Selection criteria prioritized sources addressing: (a) CLT theoretical foundations and principles, (b) young learner language acquisition theories, (c) speaking skill development strategies, and (d) empirical studies examining CLT effectiveness in ESL contexts.

The analysis employs three theoretical lenses: (1) Second Language Acquisition (SLA) theory, particularly Krashen's Input Hypothesis and interaction-based models, (2) developmental psychology perspectives on child language learning, and (3) communicative competence frameworks proposed by Hymes and later expanded by Canale and Swain. These frameworks provide structure for examining how CLT principles align with young learners' cognitive, social, and linguistic development.

Sources were analyzed thematically to identify recurring patterns, theoretical arguments, and evidence regarding CLT effectiveness. Major themes included: communicative activities and techniques, fluency versus accuracy considerations, role of authentic materials, teacher facilitation approaches, and challenges in

implementation. The analysis synthesizes these themes to construct a coherent theoretical argument about CLT's effectiveness for young learners' speaking development.

### **Results and Discussion**

The effectiveness of CLT for young learners' speaking development rests on several interconnected theoretical foundations. First, CLT aligns with natural language acquisition processes observed in first language development, where children learn through meaningful interaction and functional language use rather than explicit rule learning (Cameron, 2001). This developmental perspective suggests that young learners acquire speaking skills most effectively when language serves communicative purposes within engaging contexts.

Second, CLT's emphasis on interaction supports the Interaction Hypothesis in SLA theory, which posits that negotiation of meaning during communication facilitates language acquisition. Pair and group activities characteristic of CLT create numerous opportunities for young learners to practice speaking in low-pressure environments where peer interaction feels safe and natural. Research indicates that students demonstrate increased confidence and willingness to communicate when working with fellow learners rather than performing for teachers (Brown & Lee, 2015).

Third, the shift from linguistic competence to communicative competence as the primary goal reflects understanding that language proficiency encompasses more than grammatical accuracy. Hymes' communicative competence framework emphasizes appropriateness, fluency, and strategic competence alongside linguistic knowledge—dimensions particularly relevant for young learners who need functional communication skills for real-world contexts.

Multiple CLT techniques specifically support speaking skill development in young learners. Role-plays and simulations place children in authentic scenarios where they must use language functionally, such as ordering in restaurants or describing objects. These activities tap into young learners' natural inclination for imaginative play while providing structured speaking practice (Larsen-Freeman, 2000).

Games represent another powerful CLT technique for young learners. Communicative games create information gaps that necessitate speaking to complete tasks, such as guessing games, spot-the-difference activities, or board games requiring verbal interaction (Botirovna, 2024). The gamification element increases motivation and engagement while reducing anxiety associated with speaking in a foreign language (Pinter, 2006).

Storytelling and children's literature provide rich contexts for speaking development. After experiencing stories through listening, young learners can retell narratives, discuss characters, or create alternative endings—activities that develop both receptive and productive skills while maintaining high interest levels. The use of

puppets, masks, and drama techniques further enhances speaking practice by providing psychological distance that helps shy learners participate more freely.

The integrated-skills approach within CLT also benefits speaking development. Activities combining listening, reading, writing, and speaking (such as watching videos, posting comments, and discussing content) create multiple entry points for language use while reinforcing speaking through varied modalities.

CLT's learner-centered philosophy particularly suits young learners' developmental characteristics. The approach recognizes that children's limited vocabulary and grammatical knowledge should not prevent communicative attempts. By prioritizing fluency over accuracy and meaning over form, CLT creates supportive environments where young learners feel comfortable experimenting with language despite inevitable errors.

The emphasis on indirect error correction aligns with developmental psychology insights about children's sensitivity to criticism and importance of maintaining motivation. CLT techniques such as recasting (reformulating errors naturally during conversation) provide corrective feedback without interrupting communication flow or damaging confidence. However, the balance between fluency and accuracy must be developmentally calibrated, as completely ignoring errors may lead to fossilization of incorrect forms.

Young learners' natural curiosity, playfulness, and social orientation align well with CLT's interactive, activity-based pedagogy. The approach capitalizes on children's desire to communicate and socialize rather than imposing artificial drills or decontextualized practice. This alignment between methodology and developmental characteristics enhances both effectiveness and sustainability of learning.

Despite theoretical strengths, CLT implementation for young learners faces several challenges. Large class sizes common in many ESL contexts complicate pair and group work essential to CLT, making classroom management demanding and limiting individual speaking opportunities. Teachers require specialized training to facilitate communicative activities effectively while maintaining order and ensuring productive language use.

Resource limitations present another challenge. Authentic materials, manipulatives, and varied activity types require preparation time and access to materials that may be unavailable in under-resourced contexts. Teachers may also face institutional constraints when curricula emphasize grammar knowledge and standardized testing rather than communicative competence.

Cultural and contextual factors influence CLT effectiveness. In educational cultures valuing teacher authority and error-free performance, both teachers and students may resist CLT's student-centered, risk-taking orientation. Adaptation to local contexts requires careful consideration of cultural expectations while maintaining core

CLT principles.

The theoretical emphasis on fluency over accuracy also generates debate. Critics argue that insufficient attention to linguistic accuracy may result in students developing fluent but grammatically flawed speech. For young learners establishing foundational language patterns, some explicit attention to form may be necessary alongside communicative practice to prevent error fossilization.

Effective CLT implementation for young learners requires integration with established best practices in early childhood education. This includes incorporating movement and physical activity (Total Physical Response techniques), using songs and chants to develop rhythm and pronunciation, providing visual support through realia and images, and maintaining short, varied activities matching young learners' attention spans.

Scaffolding represents a crucial implementation consideration. While CLT emphasizes authentic communication, young learners often require structured support before engaging in freer speaking activities. A balanced approach might involve more controlled practice initially, gradually releasing support as learners develop confidence and linguistic resources for independent communication.

### **Conclusion**

This theoretical examination demonstrates that CLT represents a highly effective approach for enhancing speaking skills in young ESL learners when implemented with appropriate developmental considerations. The approach's theoretical foundations align with natural language acquisition processes, child development principles, and contemporary understanding of communicative competence. CLT techniques such as role-plays, games, storytelling, and integrated activities effectively engage young learners while providing meaningful speaking practice in low-anxiety environments.

The effectiveness of CLT stems from its emphasis on fluency, meaningful interaction, and learner-centered pedagogy—characteristics particularly appropriate for young learners' developmental needs and learning styles. The approach creates optimal conditions for oral language development by prioritizing communication over linguistic perfection and providing abundant opportunities for authentic language use.

However, effectiveness depends significantly on implementation quality. Teachers require adequate training in CLT principles and techniques, classroom management strategies for interactive activities, and ability to adapt approaches to specific contexts and learner needs. Challenges related to resources, class size, cultural expectations, and balancing fluency with accuracy require thoughtful solutions rather than rigid adherence to idealized CLT models.

Future research should continue examining specific implementation strategies that maximize CLT effectiveness for different age groups within the young learner category, cultural contexts, and learning environments. Additionally, longitudinal

studies tracking long-term outcomes of CLT-based speaking instruction could provide valuable insights into sustained effectiveness. Investigating optimal balances between fluency-focused and form-focused instruction for young learners would address ongoing theoretical debates.

**References:**

Botirovna, M. A. (2024). Improving the quality of research with the help of new educational platforms. *Multidisciplinary Journal of Science and Technology*, 4(4), 159-164.

Brown, H. D., & Lee, H. (2015). *Teaching by principles: An interactive approach to language pedagogy* (4th ed.). Pearson Education.

Cameron, L. (2001). *Teaching languages to young learners*. Cambridge University Press.

Hasibuan, K., & Batubara, I. H. (2012). Teaching English in the 21st century: Students' perception on the communicative language teaching (CLT) approach. *Journal of English Language Teaching*, 5(3), 102-115.

Hymes, D. (1972). On communicative competence. In J. B. Pride & J. Holmes (Eds.), *Sociolinguistics* (pp. 269-293). Penguin.

Larsen-Freeman, D. (2000). *Techniques and principles in language teaching* (2nd ed.). Oxford University Press.

Liao, X., & Zhao, Y. (2012). Communicative language teaching in China: Challenges and implications. *Asian Social Science*, 8(11), 83-91.

Musoyeva, A. B. (2021). The importance of competencies in improving the professional skills of future foreign language teachers. *Asian Journal of Multidimensional Research*, 10(9), 89-95.

Nunan, D. (2003). The impact of English as a global language on educational policies and practices in the Asia-Pacific region. *TESOL Quarterly*, 37(4), 589-613.

Pinter, A. (2006). *Teaching young language learners*. Oxford University Press.

Richards, J. C. (2006). *Communicative language teaching today*. Cambridge University Press.

Swan, M. (2005). Legislation by hypothesis: The case of task-based instruction. *Applied Linguistics*, 26(3), 376-401.