

## THE IMPACT OF COMMUNICATIVE LANGUAGE TEACHING ON STUDENTS SPEAKING SKILL

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### Abstract

This empirical study investigates the impact of Communicative Language Teaching (CLT) on the development of students' speaking skills in English as a Foreign Language (EFL) classrooms. In the modern globalized world, English communication skills are essential for academic success and professional growth. However, many learners face difficulties in speaking due to traditional teacher-centered approaches that focus primarily on grammar and memorization. This research examines how communicative teaching strategies influence learners' oral performance, confidence, and classroom interaction.

The study was conducted with intermediate-level students over a six-week instructional period. A mixed-methods research design was used, including pre-test and post-test speaking assessments, classroom observations, and student questionnaires. Communicative activities such as role-plays, pair work, group discussions, and problem-solving tasks were systematically implemented. The findings

reveal significant improvement in students' speaking fluency, pronunciation, and willingness to communicate. The results indicate that CLT provides an effective framework for developing communicative competence in EFL classrooms.

**Keywords** : Communicative Language Teaching, speaking skills, EFL learners, interaction, learner-centered approach.

### **Introduction**

Speaking is one of the most important yet challenging skills for learners of English as a foreign language. Despite years of formal instruction, many students struggle to communicate effectively in real-life situations. This problem often results from traditional teaching methods that emphasize grammatical accuracy over meaningful communication. As a result, learners may possess theoretical knowledge but lack practical speaking ability.

Communicative Language Teaching emerged as a response to these limitations. The approach focuses on interaction, authentic language use, and learner participation. The relevance of this study lies in addressing the need for effective teaching strategies that enhance students' speaking competence. This research aims to explore the practical impact of CLT on students' oral performance and classroom engagement.

### **Literature Review**

The concept of communicative competence was introduced by Hymes (1972), who argued that knowing a language involves more than grammatical knowledge. Richards and Rodgers (2001) describe CLT as an approach that prioritizes meaning and interaction over form-focused instruction. According to Harmer (2007), speaking activities such as discussions and role-plays create opportunities for meaningful language practice.

Previous studies have shown positive effects of CLT on learners' speaking abilities. Littlewood (2014) emphasizes that communicative activities increase motivation and reduce anxiety. Savignon (2005) highlights that CLT supports learner autonomy and cooperative learning. Despite challenges such as large class sizes, the literature strongly supports the effectiveness of CLT in EFL instruction.

### **Methodology**

This study employed an empirical research design. The participants were 30 intermediate-level EFL students aged between 16 and 18. The research was conducted over six weeks. Data collection instruments included speaking tests, classroom observations, and questionnaires.

A pre-test was administered to assess students' initial speaking ability. During the intervention, CLT-based lessons were conducted using communicative tasks. At the end of the study, a post-test measured improvement. Observations focused on student interaction and participation, while questionnaires gathered learner perceptions.

### **Results and Discussion**

The post-test results demonstrated noticeable improvement in students' speaking performance. Students showed greater fluency, improved pronunciation, and increased confidence. Classroom observations revealed higher engagement and frequent use of English during activities. Questionnaire responses indicated positive attitudes toward communicative learning.

These findings align with previous research, confirming that CLT enhances speaking skills by creating an interactive learning environment. The approach encourages risk-taking and reduces fear of making mistakes.

## Conclusion

This study confirms that Communicative Language Teaching significantly improves students' speaking skills in EFL classrooms. The findings highlight the importance of adopting learner-centered approaches in language education. Although the study was limited in duration and sample size, it provides valuable insights for teachers and curriculum designers.

Future research may investigate long-term effects of CLT and its application in diverse educational contexts. Overall, integrating communicative activities into English instruction enhances learners' communicative competence.

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