

**COMMUNICATIVE LANGUAGE TEACHING AND ITS INFLUENCE ON STUDENT  
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**Abstract:** Communicative Language Teaching (CLT) is a widely-used approach to language instruction whose hallmark is interaction as a medium of learning. CLT attempts to enable learners to use the language in real life situations rather than focusing on teaching grammatical structures. Communicative Language Teaching (CLT) is an increasingly utilized method oriented towards the practical application of language in day-to-day activities and aims at achieving maximal efficacy in language fluency and confidence among students. This research investigates its effects on educational performance, paying particular attention to issues such as inadequate classroom control and evaluative impediments, and suggests recommendations for effective practice.

**Key words:** language learning, communicative competence, student engagement, fluency, motivation, classroom challenges, teaching methodology, CLT strategies.

**Introduction**

The focus on language training has dramatically evolved from classical systems that emphasize grammar and rote learning to actively engaging strategies. Earlier limitations in teaching methods led to the formation of CLT which centers communication as the fundamental purpose in learning a language. Through the development of life connections, this approach forms language skills that can be applied and have practical significance. The research examined the use of CLT techniques in raising the language proficiency and assimilation level indicators of students. It considers the impact on student motivation, self-evaluation, and participation, alongside the concern teachers face regarding how to implement CLT in the curriculum. Methods of enhancing the use of CLT in classroom teaching are also described.

Linguists began to highlight the importance of "communicative competence," which includes the capacity to utilize language successfully in social circumstances beyond vocabulary and syntax, in the 1970s. This is when CLT first emerged. Academics such as Hymes [1972] argued that language teaching should go beyond strict grammatical rules. Research has shown that CLT improves language acquisition by engaging students in meaningful conversations [Richards & Rodgers, 2001]. Compared to students taught using traditional methods, individuals who actively participate in role-playing, conversation, and problem-solving are more confident

and fluent. Littlewood [2014] argues that students who participate in CLT develop greater communication skills and a deeper understanding of language use. In addition to the advantages of CLT, there are also disadvantages. Some teachers struggle with managing the varying abilities of numerous students, large class sizes, and limited resources. Assessing students' communicative abilities can be challenging because standardized tests sometimes focus more on grammatical correctness than on authentic language use [Savignon, 2002].

### Methodology

This study employs a mixed-methods approach to evaluate how CLT impacts student performance. • The study participants included 300 students and 20 language teachers from various academic institutions.

• Data collection: A standardized survey was conducted to assess students' opinions on the effectiveness of CLT. Interviews with teachers also provided information about the practical challenges and benefits of using CLT in the classroom analysis. The survey data were statistically analyzed to identify recurring trends, and the interview materials were categorized into main themes.

### Results

The research results indicate that CLT enhances students' language learning experience.

Some significant discoveries are as follows:

- Improved fluency: According to 78% of students, participating in frequent interactive activities helped them become more at ease when speaking. 85% of participants reported that CLT-based training was more enjoyable and engaging than standard teaching methods, indicating higher levels of engagement.
- Increased motivation 72% of students said CLT made language learning more engaging and practical. 62% of teachers cited managing large classrooms and analyze discourse proficiency as challenges.

### Discussion

Consistent with previous research, the findings suggest that communicative language teaching (CLT) significantly improves students' engagement and fluency. By CLT, students are given ample chances to join in real-world conversations, which in turn promotes better language retention. These genuine interactions foster active learning and motivate students to apply language in meaningful contexts, thereby improving their understanding and retention of linguistic forms. However, despite the advantages of CLT, it faces many obstacles which prevent it from reaching its full efficacy.

Crucial challenge is the difficulty of providing individual opinion to students, especially in huge classes where individual attention is limited. That limitation can make this difficult for teachers to meet the specific needs of students and to correct errors in a timely and effective manner. In addition, the strategies associated with the communicative approach based on talk and action do not always fit with the traditional methods of assessment. As with most CLT methods, the standard tests and evaluation systems that focus on the learners' knowledge of grammar and vocabulary do not measure the skills in conversational fluency and pragmatic competence which CLT intends to develop.

For overcoming those difficulties and make sure that CLT is implemented more effectively, it is significant for educational academies to analyze alternative testing procedures. Portfolio assessment, allows students to show their progress over time through a variety of tasks and feedback, can provide a more holistic picture of language development. The objectives of CLT are better served by performance-based assessments, which evaluate students' language use in

authentic contexts. Schools and colleges can more effectively promote a communicative approach and correctly measure and foster student involvement and language proficiency by implementing these alternative assessment techniques.

### Recommendations

To maximize the benefits of CLT, the following recommendations are made: Special training on classroom management and CLT should be provided to teachers.

1. Smaller class sizes: Smaller student-teacher ratios provide more individualized teaching and feedback.
2. Non-standard assessment methods: Students' communication capabilities could be measured through alternative assessments like role-plays, presentations, or peer review.
3. Technology Integration: Online materials and language-learning programs can better classroom instruction and provide plenty more facilities with which to listen and speak.
4. Encouraging real life communication: Trainers are required to conduct conversations, language clubs

### Conclusion

Communicative Language Teaching (CLT) is a method that enhances fluency, confidence, and motivation among language learners by focusing on real-life contexts. It encourages active use of language through problem-solving, opinion-sharing, and argumentation, promoting competence and metalinguistic knowledge. However, CLT faces challenges such as large class sizes and rote memorization of vocabulary and grammar. To overcome these, education systems should adopt modern teaching methods emphasizing communicative means, and teachers should shift their mindset and acquire additional resources to effectively utilize CLT.

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