

DEVELOPING STUDENTS' SPEAKING COMPETENCE THROUGH COMMUNICATIVE LANGUAGE TEACHING

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ABSTRACT:

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This article examines the role and significance of Communicative Language Teaching (CLT) as one of the modern approaches in foreign language education in developing students' speaking competence. The study analyzes the theoretical foundations and key principles of CLT, as well as the possibilities of improving students' oral communication skills through this approach. In addition, the effectiveness of CLT-based instruction and its advantages over traditional teaching methods are highlighted (Richards & Rodgers, 2001).

Introduction

In the context of globalization, learning a foreign language requires not only grammatical knowledge but also the ability to communicate effectively in real-life situations. Therefore, modern language education places special emphasis on the development of learners' speaking competence (Hymes, 1972). While traditional language teaching methods mainly

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focus on memorizing grammatical rules, the Communicative Language Teaching approach encourages learners to become active participants in the communication process (Richards & Rodgers, 2001).

The main objective of Communicative Language Teaching is to develop learners' ability to use language effectively in real communicative contexts. The purpose of this article is to analyze the potential of CLT in developing students' speaking competence from a scientific perspective.

The Concept of Communicative Language Teaching

Communicative Language Teaching (CLT) is a modern pedagogical approach to foreign language instruction that views language as a tool for communication. According to this approach, language learning is achieved through real-life situations, interactive tasks, and meaningful communication activities (Richards & Rodgers, 2001).

In CLT, language skills—listening, speaking, reading, and writing—are developed in an integrated manner. The teacher's role shifts from being a knowledge provider to a facilitator who guides learners toward effective communication (Harmer, 2007).

Speaking Competence and Its Components

Speaking competence refers to a learner's ability to express ideas clearly, fluently, and logically in both spoken and written forms using appropriate language resources. This concept is based on the theory of communicative competence (Hymes, 1972). According to Canale and Swain (1980), speaking competence consists of grammatical competence, lexical knowledge, phonological accuracy, and the ability to use language appropriately in different communicative situations.

CLT places particular emphasis on developing these components, as language is acquired naturally and actively through communication (Canale & Swain, 1980).

Developing Speaking Competence through CLT

In Communicative Language Teaching, various communicative activities are used to enhance students' speaking competence. These include role-plays, pair and group work, problem-solving tasks, and discussions (Harmer, 2007).

Such activities encourage learners to think independently, express their opinions, and actively participate in real communication. As a result, students gain confidence in using the language, and their speaking skills develop significantly (Brown, 2001).

Advantages of Communicative Language Teaching

CLT-based instruction meets learners' communicative needs and increases their motivation to learn a foreign language. This approach prepares students for real-life communication and enhances their speaking fluency (Richards & Rodgers, 2001). Moreover, errors are viewed as a natural part of the learning process in CLT, which helps reduce learners' anxiety and fear of speaking (Brown, 2001).1. Most of the research of the last three decades or so suggests that communicative language Instruction in general, as opposed to simple "exposure" to a language, can indeed increase learners' levels Of attainment (Lightbown, 2000). Studies have shown (Doughty, 2003) that rate of acquisition (how long It takes a learner to reach proficiency) and level of ultimate attainment in a language are enhanced by Instruction. Error treatment and focus on language forms appear to be most effective when incorporated . Into a communicative, learner-centered curriculum, and least effective when error treatment is a Dominant pedagogical feature—what Long (1988, p. 136) called "Neanderthal" practices—occupying the Focal attention of students in the classroom (Williams, Jessica, 2005; Lightbown & Spada, 1990

Conclusion

In conclusion, Communicative Language Teaching is an effective and modern approach to developing students' speaking competence. Through this method, learners acquire a foreign language not only as a theoretical system but also as a practical means of communication. CLT-based instruction plays a crucial role in improving students' speaking skills, increasing their communicative confidence, and preparing them for real-life interactions (Harmer, 2007; Richards & Rodgers, 2001).

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