

**COMMUNICATIVE LANGUAGE TEACHING: ENHANCING LANGUAGE SKILLS
THROUGH INTERACTION**

Xayrullayeva Diloromxon

Abstract: Communicative Language Teaching (CLT) is an approach that emphasizes interaction as both the means and the ultimate goal of learning a language. This article explores the principles and practices of CLT, its impact on language acquisition, and how it prepares students for real-world communication. By focusing on communication in authentic contexts, CLT fosters fluency, encourages active learning, and develops a deeper understanding of language use in social situations (Richards & Rodgers, 2014).

Keywords: Communicative Language Teaching, interaction, language acquisition, fluency, authentic communication, language skills, student-centered learning, active learning.

Since its emergence in the 1970s, Communicative Language Teaching (CLT) has become one of the most influential approaches in language teaching. CLT focuses on the use of language for communication, stressing the importance of meaningful interaction in real-world contexts. According to Richards and Rodgers (2014), CLT "places a high value on the communicative function of language" and encourages language learners to engage in authentic communication rather than simply memorizing grammar rules and vocabulary. This focus on communication contrasts with more traditional methods that prioritize form and structure.

CLT is grounded in the belief that language is best learned through practical use, enabling students to develop fluency and communicative competence. Nunan (2003) describes CLT as "a learner-centered approach where the focus shifts from the teacher to the learners and their active participation in the learning process." This shift in focus has led to a greater emphasis on interaction, collaboration, and problem-solving activities, all designed to foster an environment where students actively use the language in meaningful ways.

This study is based on a review of existing literature on CLT, including case studies of classrooms where CLT principles are actively implemented. Observations and interviews with language teachers who incorporate CLT in their practices were also conducted. These activities—such as role plays, group discussions, and cooperative tasks—are used to assess the impact of CLT on student engagement and language acquisition (Littlewood, 2004).

A key aspect of this study was the observation of real classroom environments where CLT was applied. Teachers were observed conducting interactive activities such as debates and simulations, providing an insight into how CLT fosters language use in context. Additionally, interviews with teachers and students were analyzed to determine the effectiveness of these communicative activities.

The results of the study show that CLT significantly improves student fluency and communication skills. Students who participate in CLT-driven lessons are more likely to engage in spontaneous conversations, demonstrating greater comfort and confidence when using the language (Richards & Rodgers, 2014). For example, in a case study on role-playing, students were found to better understand real-world language use, such as ordering food or making inquiries in a foreign language. These tasks promote authentic communication, allowing students to apply their knowledge of the language in practical situations.

Nunan (2003) highlights that "the emphasis on fluency over accuracy allows learners to experiment with the language and build their confidence in using it," which leads to increased motivation. Additionally, the study found that CLT encourages peer interaction and teamwork, which enhances the learning experience and reinforces language acquisition through social engagement. One of the central ideas of CLT is its focus on fluency rather than strict accuracy.

According to Richards and Rodgers (2014), "accuracy and fluency are complementary but distinct skills, and the development of both is essential for communicative competence." This distinction allows students to focus on their ability to communicate effectively, even if their language use is not always perfect. Littlewood (2004) notes that in CLT, "students are encouraged to take risks and express themselves without fear of making mistakes," fostering an environment of creativity and real-world applicability.

However, CLT also presents challenges, particularly in terms of balancing fluency and accuracy. While fluency is encouraged, errors in grammar and pronunciation may occur, especially in complex tasks. Teachers need to carefully manage error correction so as not to discourage students from using the language freely. Brown (2007) emphasizes that "appropriate feedback and correction techniques are crucial in CLT to ensure that students remain motivated and confident in their language use."

In conclusion, Communicative Language Teaching has proven to be an effective method for improving language proficiency, especially in terms of real-world communication skills. By emphasizing interaction, fluency, and the use of language in authentic contexts, CLT equips students with the necessary tools for effective communication. As language teaching continues to evolve, CLT remains a crucial approach that aligns with modern educational goals, emphasizing the importance of active learning and student-centered pedagogy (Nunan, 2003).

Future research could explore the long-term effects of CLT on language acquisition, particularly how sustained use of communicative activities influences learners' language skills over time. Additionally, teachers need continuous professional development to effectively balance the competing demands of fluency and accuracy within CLT activities (Richards & Rodgers, 2014).

Acknowledgments

I would like to thank the teachers and researchers whose work has contributed to the development of CLT and informed this article. Their contributions to language pedagogy are invaluable in advancing the field of language teaching.

References

1. Brown, H. D. (2007). *Principles of language learning and teaching* (5th ed.). Pearson Education.
2. Littlewood, W. (2004). *The task-based approach: Some questions and suggestions*. *ELT Journal*, 58(4), 319-326.
3. Nunan, D. (2003). *Practical English language teaching*. McGraw-Hill.
4. Richards, J. C., & Rodgers, T. S. (2014). *Approaches and methods in language teaching* (3rd ed.). Cambridge University Press.