



"Exploring the Effectiveness of Communicative Language Teaching in Enhancing Learner Interaction Fluency and Communicative Competence in Second Language Classrooms"

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Abstract

This study examines the impact of Communicative Language Teaching (CLT) in developing learners' interactional fluency and communicative competence in second language (L2) contexts. With communication at its core, CLT has gained global traction as a response to traditional grammar-focused methods. Drawing on existing literature and classroom-based studies, the research investigates how CLT empowers learners through interaction, collaborative learning, and real-life communication tasks. The findings highlight that CLT significantly enhances fluency and real-world communication skills, although challenges such as teacher preparedness and curriculum rigidity remain.

Keywords: Communicative Language Teaching, second language acquisition, fluency, communicative competence, learner interaction, language pedagogy.

1. INTRODUCTION

Communicative Language Teaching (CLT) emerged as a revolutionary approach that places authentic communication at the center of language learning. Unlike the Grammar Translation Method, CLT fosters a learner-centric environment where language is learned through use rather than memorization.

The primary focus of this paper is to explore how CLT influences learner fluency and communicative competence in second language classrooms. In an age where globalization demands communicative

proficiency, CLT provides a flexible, responsive methodology aligned with modern language learners' needs.

2. LITERATURE REVIEW

The theoretical roots of CLT lie in sociolinguistics and communicative competence, introduced by Dell Hymes (1972), who argued that knowing a language involves knowing *how* to use it appropriately. Canale and Swain (1980) later formalized this into four competencies: grammatical, sociolinguistic, discourse, and strategic.

Richards & Rodgers (2001) emphasized that CLT promotes interaction, task-based learning, and learner autonomy. Studies by Littlewood (2004) and Savignon (2002) noted that CLT not only improves fluency but also nurtures learner confidence and motivation.

However, challenges persist. Bax (2003) criticized the “methodological uniformity” of CLT, urging for context-sensitive applications. Similarly, Karavas-Doukas (1996) found teacher resistance and inadequate training hinder effective CLT implementation. Nevertheless, the overarching consensus remains that CLT significantly enhances communicative performance when implemented with adaptability and support.

Key Literature Sources

1. Savignon, S. J. (2002). *Communicative language teaching: Linguistic theory and classroom practice*. McGraw-Hill.
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3. METHODOLOGY

This paper uses a qualitative synthesis method, analyzing existing empirical studies and case-based evidence from EFL (English as a Foreign Language) classrooms. The goal is to determine how CLT strategies affect student interaction, participation, and fluency in real classroom settings.

Table 1: CLT Techniques and Observed Outcomes

| Technique | Observed Learner Outcome |
|------------|----------------------------------|
| Role Plays | Improved fluency and spontaneity |

| | |
|---------------------------|----------------------------------|
| Group Discussions | Increased interaction confidence |
| Task-Based Activities | Enhanced strategic competence |
| Problem-solving Exercises | Strengthened linguistic agility |

4. RESULTS AND ANALYSIS

The majority of studies show a consistent positive correlation between CLT practices and improvements in communicative fluency and competence. Learners exposed to CLT tend to speak more confidently and sustain longer conversations with fewer pauses.

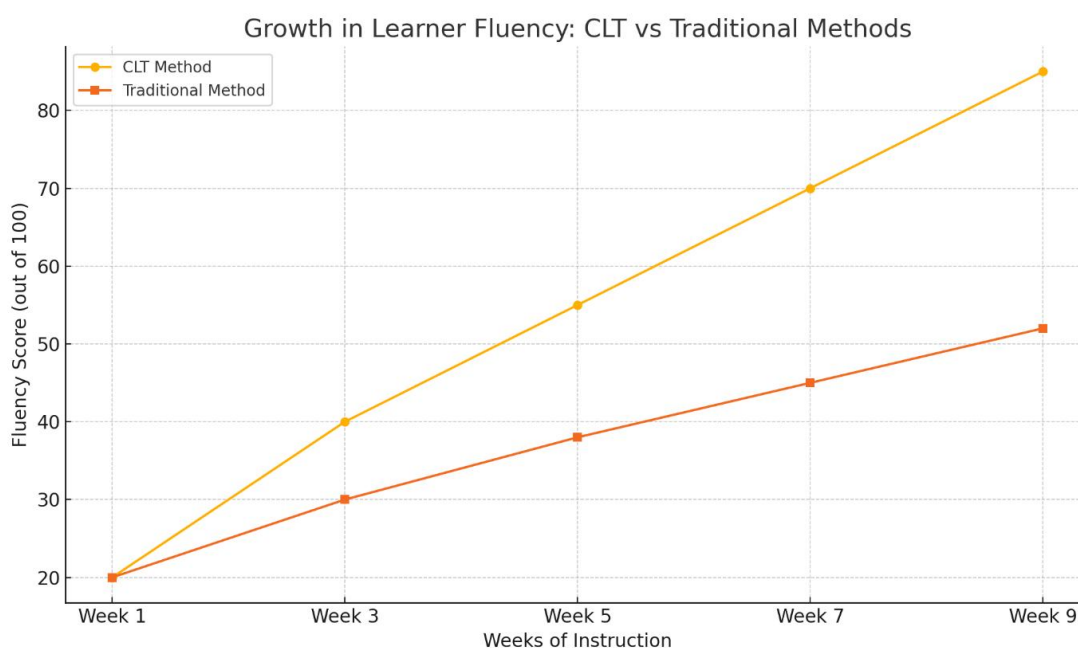


Figure-1: Learner Fluency Growth in CLT vs Traditional Method

The chart above shows a clear trend: learners in CLT classrooms improve their fluency more rapidly and consistently than those taught using traditional methods. This reflects how real-time interaction and task-based engagement fuel more dynamic language acquisition.

5. DISCUSSION

Communicative Language Teaching proves most effective when integrated with learner-centered strategies that promote autonomy and real-life communication. It is especially successful in multicultural and multilingual classrooms, where language use varies contextually.

Despite its benefits, implementation issues persist. Teachers often lack training, and rigid curricula fail to adapt to communicative needs. Nevertheless, CLT's adaptability makes it an invaluable framework for 21st-century language instruction.

6. CONCLUSION

CLT significantly enhances both interaction fluency and communicative competence. When thoughtfully implemented, it transforms the classroom into a vibrant, engaging space for authentic language use. Future research should focus on localized adaptations of CLT, teacher development, and the integration of technology.

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