

# The Significance of Multidisciplinary Research in Driving Innovations and Breakthroughs

ISBN Number: 978-93-95305-10-5

## INVESTIGATING THE EFFECTIVENESS OF CLT IN IMPROVING SPEAKING SKILLS: TEACHER'S PERCEPTIONS AND PRACTICES

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### ABSTRACT

Students need both fluency and confidence to master language effectively although speaking skills enable them to reach those necessary objectives. The research investigates the influence of Communicative Language Teaching (CLT) on speaking skill acquisition through an evaluation of both teacher perspectives and classroom instruction alongside their experience with challenges in CLT-based learning environments. The research study divided the participants into two groups for teaching purposes using Communicative Language Teaching methods alongside grammar lessons. Students received oral assessments through standardized protocols that tracked their progress with pronunciation along with fluency skills as well as their vocabulary acquisition in addition to confidence abilities and accuracy skills and their retention of information. The research proves that language activities based on CLT roles and debates enable students to achieve enhanced fluency together with increased confidence during speaking situations. Students learned better when teachers implemented CLT-based instruction since it combined involvement with improved spoken language abilities. Student speaking proficiency improves best through CLT approaches regarding language instruction although teachers still face obstacles related to sufficient resources and training needs. This study establishes important instructional standards to improve Language Learning through Content methods in teaching classrooms.

**Keywords:** Communicative Language Teaching, Speaking Skills, Teacher Perceptions, Language Learning, Fluency, Classroom Instruction

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### 1. INTRODUCTION

A language learner needs effective communication as the main goal while speaking abilities together with confidence in speaking any language constitute essential elements for reaching fluency. Research-based approaches toward language learning were implemented to eventually lead to the wide-scale

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adoption of Communicative Language Teaching (CLT). The main objective of CLT targets authentic dialogues and student involvement to teach language skills for various real-world scenarios.

The research evaluates how well CLT works to develop speaking abilities while focusing on teacher views. The success of CLT depends heavily on teacher-led methodology execution because their views about CLT together with their classroom methods along with implementation barriers substantially affect its effectiveness. The teaching methods employed under CLT differ from classroom to classroom because educational institutions together with curriculum limitations and learning level variations influence actual classroom practices.

This research investigates teacher-level understanding and implementation of CLT in student speaking ability development to understand its practical effectiveness. This research explores both the barriers educators encounter in their CLT practice and presents different methods which could boost Instruction through the CLT approach. The research findings will enhance academic understanding of CLT pedagogy while presenting strategies to maximize language class implementation of this method.

## 2. LITERATURE REVIEW

**Abdelmageed and Omer (2020)** Educators assessed how well the Communicative Language Teaching (CLT) approach worked for developing speaking ability among students through their research approach. Research results showed that students achieved better real-life communication abilities together with improved speech fluency as their confidence grew after getting CLT-based education. The educational methods of CLT allow students to create favorable learning environments that strengthen their pronunciation abilities while developing vocabulary fluency together with interactive speaking skills as reported by teaching professionals. Two major barriers existed for this research since it needed trained instructors and sufficient classroom materials. The research findings confirm that using Communicative Language Teaching produces effective results when teaching students to improve their spoken language abilities.

**Komol and Suwanphathama (2020)** research explored student perspectives regarding Communicative Language Teaching (CLT) method implementation to boost English listening and speaking abilities. According to the study the methodology obtained positive feedback from students because it enabled improved fluency combined with pronunciation and communication self-assurance. Students demonstrated superior participation when discussing groups and playing roles because

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engagement and motivation improved throughout their learning process. The students struggled with environmental adaptation since only a small number among them had encountered this setting previously. A research investigation showed that Communicative Language Teaching serves as an efficient instructional approach to improve language students' listening skills and their mastery of spoken language.

**Karim (2004)** research examined Bangladeshi educators in post-secondary education about their perspective on Communicative Language Teaching (CLT) and their future teaching approaches. The teaching staff recognized CLT's effectiveness for speaking skills yet faced difficulties implementing it due to limited resources and large classes as well as insufficient training programs for educators. Educational staff remained skeptical about CLT's success since their educational system implemented grammatical correctness tests over communicative skill development. Studies showed Language Curriculum can accept CLT through delivering sufficient support to teachers along with dedicated educational program development.

**Ozsevik (2010)** research investigates the implementation barriers Turkish EFL teachers experience when teaching with the Communicative Language Teaching (CLT) approach. The study revealed that instructors approved CLT's positive effects on student speaking progress despite dealing with inadequate resources together with inadequate training and resistance toward new teaching methods from traditional educators. The educational program demanded teachers to teach exam-based grammar while using rote methods which prevented them from implementing communicative activities. The research findings indicate better implementation of CLT in Turkish EFL classrooms would be possible with institutional support combined with proper training according to the study results.

### 3. RESEARCH METHODOLOGY

A quantitative experimental research design evaluates the performance of Communicative Language Teaching (CLT) for improving speaking proficiency. A research methodology exists to evaluate how CLT instruction compares to traditional grammar teaching by implementing structured classroom observations and assessment tests.

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## **3.1. Research Design**

The experiment divides language learning groups into two sections which receive different teaching approaches. The research divides two learner groups between CLT-based education and classical grammar-based teaching methods. The structured speaking activities for both groups expose them to assessments which evaluate their performance in pronunciation fluency vocabulary development confidence accuracy and retention during a specified evaluation period.

## **3.2. Data Collection**

During data collection students participated in pre-designed classroom sessions that included CLT methods like role play conversations and group discussions and storytelling activities and tasks with built-in dialogues and interactive discussions intended to monitor speaking proficiency development. The assessment of speaking skills occurs several times through the research, including the beginning and midstage and the conclusion to evaluate changes in pronunciation and vocabulary and fluency and confidence levels using performance-based testing methods. The researchers perform another retention analysis which takes place three months post-intervention to assess the sustained impact of CLT approaches versus conventional grammar-centered instruction.

## **3.3. Data Analysis Techniques**

Various techniques make up the data analysis procedure which evaluates the success of CLT-based instruction. Students' performance regarding speaking accuracy and fluency along with their engagement rate and learning retention is evaluated by structured evaluation rubrics which use comparative metrics. Statistical analysis examines descriptive statistics about mean percentage improvements to evaluate the results from CLT-based education against traditional grammar-based instruction. The activity-based effectiveness measurement tracks how particular CLT activities with role plays and discussions and debates specifically affect speaking proficiency within the language.

## **4. DATA ANALYSIS**

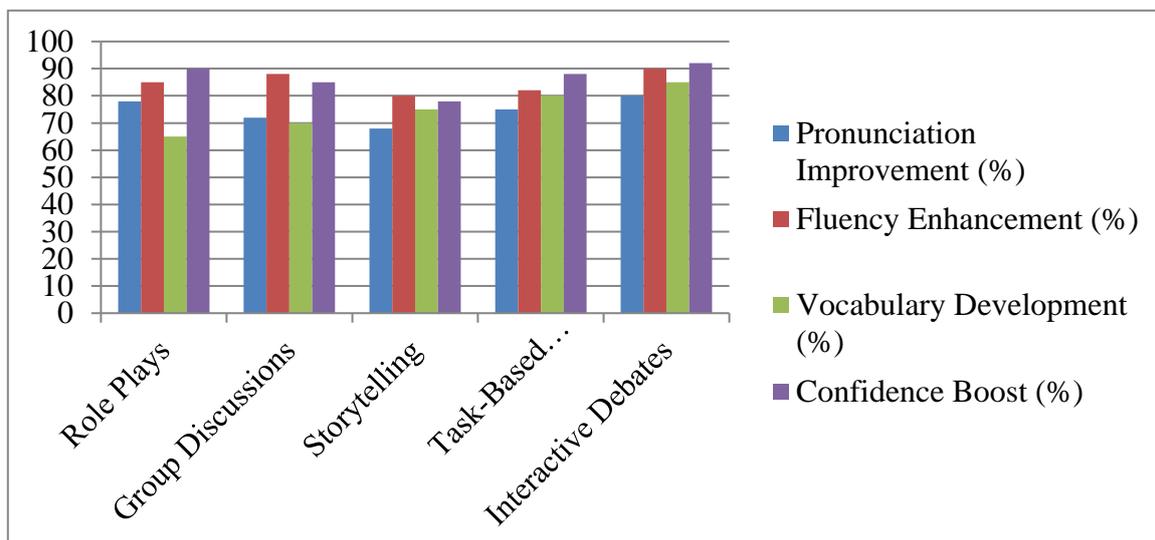
Table 1 provides data demonstrating how CLT-based activities affect different teeth of speaking abilities. Interactive debates result in the most significant language development through improved fluency ratings of 90% and confidence ratings of 92% which indicates their effectiveness at naturally developing spontaneous speech.

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**Table 1:** Impact of CLT-Based Activities on Speaking Skill Components

CLT Activity	Pronunciation Improvement (%)	Fluency Enhancement (%)	Vocabulary Development (%)	Confidence Boost (%)
Role Plays	78	85	65	90
Group Discussions	72	88	70	85
Storytelling	68	80	75	78
Task-Based Conversations	75	82	80	88
Interactive Debates	80	90	85	92



**Figure 1:** Impact of CLT-Based Activities on Speaking Skill Components

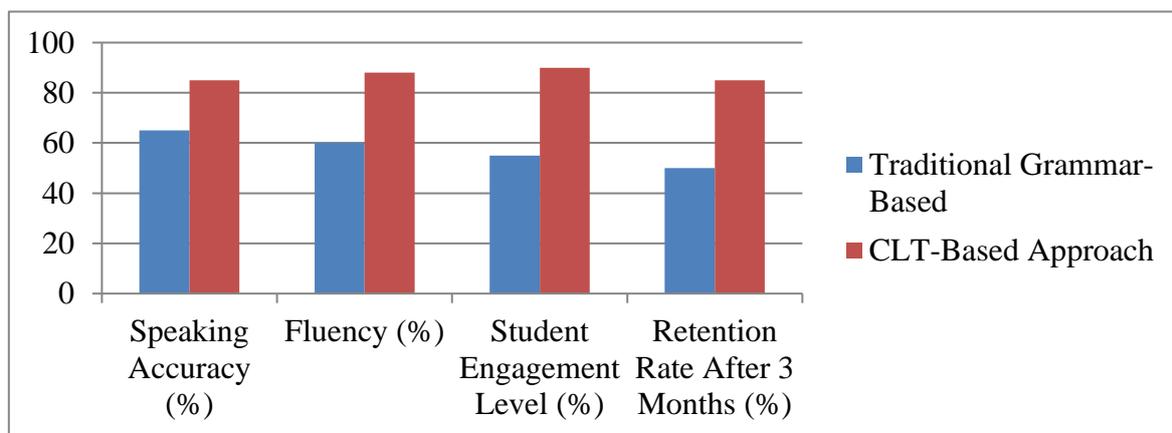
Role plays are instrumental because they substantially improve speaking confidence by 90% and fluency by 85% in real-life situations. Educational conversations and group work activities play a major role in student fluency development (88% and 82%) and vocabulary enhancement (70% and 80%) which shows their importance in learning. Both vocabulary acquisition and pronunciation receive moderate improvements through storytelling methods yet vocabulary shows slightly higher development at 75 percent compared to pronunciation progress at 75 percent. The research findings present evidence that group discussions and role play activities can deliver the maximum performance enhancement for speaking skills in a communicative language teaching framework.

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**Table 2:** Comparison of Traditional vs. CLT-Based Speaking Instruction

Teaching Method	Speaking Accuracy (%)	Fluency (%)	Student Engagement Level (%)	Retention Rate After 3 Months (%)
Traditional Grammar-Based	65	60	55	50
CLT-Based Approach	85	88	90	85



**Figure 2:** Comparison of Traditional vs. CLT-Based Speaking Instruction

The information presented in Table 2 shows that the CLT-based method proves better than traditional grammar-based instruction at developing speaking abilities. The decision to use CLT-based instruction leads to better speaking accuracy (85%) along with enhanced fluency (88%) and both surpass traditional methods at 65% accuracy and 60% fluency. The interactive teaching methods of CLT-based education increase student involvement to 90% because learners find it more motivating to participate in communicative activities. Students who learn through CLT methods demonstrate better speaking retention during the three-month period than those using grammar-based instruction because their retention rate reaches 85% against 50% for the grammar group. Results demonstrate that the conversational learning theory provides superior results for sustained speaking fluency and student interest maintenance than conventional teaching practices.

## 5. CONCLUSION

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The study demonstrates Communicative Language Teaching (CLT) outperforms traditional grammar-based approaches by fostering speaking abilities since it delivers better results in both fluency development and learner confidence together with lasting retention. The research results demonstrate that role plays and debates function as fundamental tools for developing student participation and communicative competencies in language learning. The challenges faced by institutional structures together with undertrained teachers have not prevented CLT from becoming a beneficial approach toward language education. Additional enhancements of impact will emerge from solving these obstacles through curriculum reforms and training of professionals. Additional inquiry needs to examine how CLT could combine with digital tools to give the most effective learning outcomes across various educational settings.

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