

The Method of Communicative Language Teaching Portuguese

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Abstract: *Teaching Portuguese as a foreign language requires an approach that emphasizes not only linguistic knowledge but also opportunities for learners to develop communicative competence through active interaction. This study aims to analyze the implementation of Communicative Language Teaching (CLT) through the integration of peer teaching and delayed corrective feedback in Portuguese language instruction. A descriptive qualitative approach with a pedagogical case study design was adopted, focusing on the analysis of teaching practices supported by relevant literature. The instructional process involved group formation, distribution of teaching responsibilities, student-led instruction, and communicative interaction without immediate teacher intervention. Linguistic errors were recorded during classroom activities and subsequently addressed through a dedicated 40-minute session for clarification and corrective feedback. The analysis identified five key characteristics: collaborative learning, peer teaching responsibilities, autonomous communication, error observation, and delayed corrective feedback. The integration of these strategies provides a pedagogical framework that accommodates communicative practice while maintaining attention to linguistic accuracy. This study concludes that implementing CLT through peer teaching and delayed corrective feedback offers an alternative approach to organizing Portuguese language instruction that emphasizes communicative participation. Further empirical investigation is necessary to evaluate its effectiveness in improving learners' language proficiency.*

Keywords: *Communicative Language Teaching; Portuguese Language; Peer Teaching; Delayed Corrective Feedback; Communicative Competence*

INTRODUCTION

Communicative competence is a fundamental aspect of foreign language learning because language proficiency is determined not only by an understanding of linguistic structures but also by the ability to use language meaningfully in social interactions (Tekin et al., 2022). Willingness to communicate in a second language is influenced by emotional experiences, intercultural communicative competence, and self-representation as a user of the target language (Fathi et al., 2023). This underscores the importance of instruction that provides learners with opportunities to use language actively through interactions that support participation and collaboration (Spinelli, 2024). This principle is consistent with Communicative Language Teaching (CLT), which places authentic communication and interaction among learners at the heart of foreign language learning (Spinelli, 2024; Tekin et al., 2022). (Tekin et al., 2022)(Fathi et al., 2023)(Spinelli, 2024)SpinelliTekin et al.

CLT can be implemented through collaborative learning, which enables learners to develop communication skills by exchanging information and interacting with peers. Spinelli (2024) explains that learner-to-learner interaction offers opportunities for second language learning, although its benefits depend on the characteristics and proficiency levels of the individuals involved. Gorham et al. (2024) demonstrate that structured peer-feedback activities can support the development of communicative skills in foreign language learning. These findings provide a basis for implementing peer teaching as an instructional strategy in which learners assume responsibility for preparing, explaining, and discussing learning materials. Nevertheless, peer teaching should be distinguished from peer feedback because the two serve different pedagogical functions. Spinelli (2024)Gorham et al. (2024)

The development of communication skills is also related to the error-correction strategies employed by teachers during instruction. Ha and Nguyen (2021) found that learners tend to prefer immediate correction, whereas teachers consider the potential effects of correction on learners' emotional well-being and speaking fluency. Yüksel et al. (2021) identified

inconsistencies between teachers' beliefs and practices regarding oral corrective feedback. These differences indicate that the timing and form of correction should be adapted to instructional objectives and learner characteristics (Ha & Nguyen, 2021; Yüksel et al., 2021). Delayed corrective feedback may be considered a pedagogical alternative that allows learners to complete communicative activities before receiving explanations of linguistic errors, although its effectiveness still needs to be evaluated in specific instructional contexts. Ha & Nguyen (2021) Yüksel et al. (2021) Ha & Nguyen Yüksel et al.

The Portuguese language teaching practice examined in this article integrates CLT through peer teaching and delayed corrective feedback. Learners are divided into groups to prepare and teach material to their classmates using Portuguese. Every group member is responsible for delivering the material and participating in classroom interactions. The teacher does not intervene directly while learners communicate but records linguistic errors for discussion during a 40-minute explanation and correction session at the end of the lesson. This organization of activities draws on the importance of peer interaction (Spinelli, 2024), the development of communicative skills through collaborative activities (Gorham et al., 2024), and considerations regarding the timing of corrective feedback (Ha & Nguyen, 2021; Yüksel et al., 2021). (Spinelli, 2024)

Previous studies have examined the relationship between interaction and successful second language communication (Tekin et al., 2022), affective factors influencing willingness to communicate (Fathi et al., 2023), learning through peer interaction (Spinelli, 2024), and corrective-feedback practices in foreign language education (Ha & Nguyen, 2021; Yüksel et al., 2021). Gorham et al. (2024) also provide evidence of the contribution of peer-feedback activities to communicative skills learning. However, these studies have not directly described Portuguese language teaching practices that integrate peer-teaching responsibilities, communication without teacher intervention, and delayed correction within a single instructional sequence. Addressing this contextual gap, the present article aims to analyze the implementation of Communicative Language Teaching through the integration of peer teaching and delayed corrective feedback in Portuguese language instruction. Its contribution lies in clarifying how communicative instruction can be organized to encourage learner participation while preserving the teacher's role in reinforcing content and correcting linguistic errors.

METHOD

This study employs a descriptive qualitative approach with a pedagogical case study design to examine the implementation of Communicative Language Teaching (CLT) in Portuguese language instruction through peer teaching and delayed corrective feedback. This approach is used to understand the instructional process, interactions among learners, and the teacher's role in facilitating foreign language communication within its context. Instruction begins by dividing learners into groups, assigning topics, preparing materials, and distributing teaching responsibilities among all group members. Materials are prepared in two ways: in some cohorts, the teacher reviews materials before presentations, while in others, learners prepare them independently without prior review. During peer teaching, learners explain the material, ask questions, and discuss topics in Portuguese, while the teacher observes without intervening directly. Errors in pronunciation, vocabulary, and grammatical structures are recorded for discussion in a 40-minute delayed corrective feedback session at the end of the lesson. Research data may be obtained through classroom observations, the teacher's reflective notes, and documentation of learners' materials, and then analyzed thematically by identifying, coding, and interpreting patterns related to communicative interaction, learner participation, and linguistic correction strategies (Braun & Clarke, 2022). The trustworthiness of the findings

may be strengthened through triangulation of data sources to ensure consistency in interpretations of the instructional practices under examination.(Braun & Clarke, 2022)

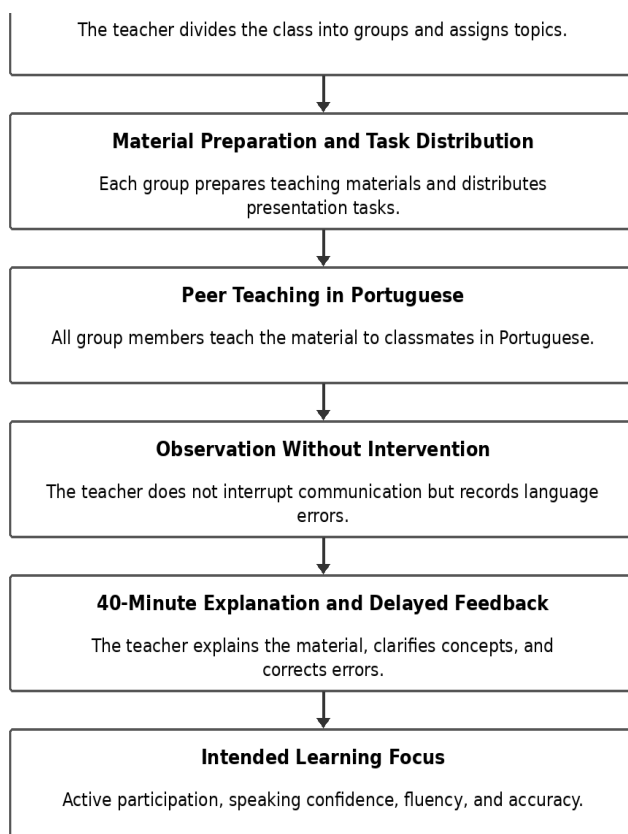


Figure 1. Flowchart of Communicative Language Teaching in Portuguese Instruction

RESULTS AND DISCUSSION

Practical Experience in Implementing Peer Teaching

When teaching Portuguese, I begin by dividing the class into several groups and assigning a topic to each group. Every student in a group is required to present the assigned topic by teaching the material to classmates, which calls for a clear distribution of tasks. For some cohorts, I ask students to show me a copy of their teaching materials before the presentation; for other cohorts, I allow them to prepare the materials without submitting them for prior review. While students teach their peers, they must reserve 40 minutes for me to explain the material in detail and correct any mistakes made by the presenters or their classmates. I do not intervene while students are teaching their peers.

I record errors made by everyone, including the students who are teaching, without interrupting the lesson. It is important that I refrain from intervening so that students can communicate fluently with one another: some practice fluency by explaining the material, while others can ask questions freely and without fear. Sometimes, when a teacher interrupts immediately to correct a learner's mistake, it can undermine the learner's confidence in speaking Portuguese and cause discomfort. Such conditions may discourage students from learning Portuguese because they fear making mistakes and being corrected by the teacher. I believe it is essential to create an environment in which all students, both those teaching and those being taught, feel comfortable speaking Portuguese. I consistently use this method when teaching Portuguese. I subscribe to the idea that students retain relatively little when they only listen, whereas active involvement in creating something can lead to much greater learning.

Engaging students in practice and creation is consistent with Bloom's Taxonomy, William Glasser's view that teaching is among the best ways to learn, and Dewey's concept of learning by doing. This approach also aligns with experiential learning. Most importantly, however, the method encourages students to speak Portuguese in accordance with the principles of Communicative Language Teaching, with the aim of developing their communicative competence in Portuguese.

Implementation of Communicative Language Teaching through Group Learning

Communicative Language Teaching (CLT) is implemented in Portuguese instruction by organizing learners into groups according to predetermined instructional topics. Each group is responsible for preparing materials, assigning tasks to all members, and teaching the material to other learners. This arrangement makes communication a central component of instruction because learners are required not only to understand the material but also to convey their knowledge using Portuguese. Tekin et al. (2022) explain that successful second language communication is related to alignment in speakers' perceptions, particularly regarding the collaboration that emerges during interaction. Gorham et al. (2024) also demonstrate that learning activities involving peer feedback can support the development of communicative skills. Both studies provide a basis for understanding the importance of organizing group activities that foster meaningful interaction in foreign language learning.

Group learning in this practice has a distinctive feature: every member is required to participate in teaching. Distributing responsibilities is intended to prevent certain members from dominating while broadening opportunities to use Portuguese. Li et al. (2024) report that learners' willingness to communicate may change during group communicative activities. This finding suggests that willingness to speak is not necessarily fixed but is influenced by the interactional dynamics unfolding during instruction. Fathi et al. (2023) also found that enjoyment of foreign language learning and intercultural communicative competence are associated with learners' willingness to communicate. In light of these studies, distributing responsibilities in Portuguese instruction can be understood as an effort to provide more equitable speaking opportunities, although actual equality of participation still requires evidence from systematic observation.

Material preparation involves two forms of instructional support. Some cohorts are required to present their materials to the teacher before the presentation, while others are given the freedom to prepare materials without prior review. These differences reflect variations in the level of teacher support provided for learner readiness. Preliminary review allows errors in the material to be identified before instruction, whereas independent preparation gives groups greater scope to manage their own learning. Yüksel et al. (2021) found that teachers' feedback practices may be influenced by their pedagogical beliefs and instructional circumstances. Ha and Nguyen (2021) likewise emphasize that teachers' and learners' perceptions of corrective practices are shaped by the instructional context. Therefore, variations in instructional support in Portuguese language learning should be understood as pedagogical choices requiring further evaluation, rather than evidence of the superiority of either strategy.

Peer Teaching as a Means of Developing Communicative Competence

Peer teaching is a defining characteristic of the Portuguese instruction examined in this article. Learners take on the role of teachers for their classmates by explaining material, providing examples of language use, and responding to questions during instruction. This responsibility requires them to prepare material systematically and communicate it in Portuguese. Gorham et al. (2024) found that peer-feedback activities can support communicative skills learning in foreign language contexts. Tekin et al. (2022) likewise highlighted the importance of perceived collaboration for successful interaction among second

language speakers. Although peer teaching differs from peer feedback, both studies support the importance of interaction among learners in a communicative learning environment.

Teaching peers enables learners to perform more complex communicative functions than merely answering the teacher's questions. Students teaching the material must organize explanations, use relevant vocabulary, connect ideas, and adapt the information they provide to listeners' needs. Students receiving the explanations also have opportunities to ask questions and request clarification in Portuguese. Canals (2022) showed that interaction among foreign language learners can give rise to episodes of linguistic negotiation and modified output in response to feedback. Li et al. (2024) demonstrated that willingness to communicate during group tasks is shaped by ongoing interactional experiences. These findings support positioning peer teaching as an opportunity for two-way communication practice rather than merely taking turns presenting content. Canals (2022)

Teaching classmates is also conceptually related to experiential learning. Preparing materials, practicing teaching, interacting, and receiving feedback provide direct experiences through which learners can reflect on their understanding and use of the language. These activities do not automatically guarantee improved proficiency, but they provide opportunities to apply knowledge in communicative contexts. Gorham et al. (2024) underscore the importance of structuring peer-feedback activities to support communicative learning, while Canals (2022) shows that learner interaction can draw attention to linguistic features. Together, these findings strengthen the argument that learning activities should be designed to facilitate language use alongside opportunities to reflect on that use.

Communication Without Teacher Intervention and Speaking Comfort

Another important characteristic is the teacher's decision not to intervene directly while learners teach the material and communicate in Portuguese. The teacher continues to monitor the activity and record linguistic errors but does not interrupt explanations or interactions to provide corrections. This practice is intended to preserve the continuity of communication while allowing learners to complete the expression of their ideas. Ha and Nguyen (2021) show that teachers and learners have different preferences regarding corrective-feedback timing, especially immediate versus delayed correction. Yüksel et al. (2021) also identify tensions between teachers' beliefs and practices when delivering oral corrective feedback. These findings suggest that correction strategies need to account for the communicative situation, instructional goals, and learner characteristics.

The decision not to interrupt communication also relates to affective considerations in foreign language learning. Concern about making mistakes may influence an individual's willingness to use the target language; therefore, the learning environment needs to take learners' psychological comfort into account. Fathi et al. (2023) found that foreign language enjoyment, the ideal L2 self, and intercultural communicative competence predict willingness to communicate. Research on learning Mandarin as a second language also indicates that enjoyment, shyness, and boredom are associated with motivation and willingness to communicate (Lan et al., 2023). Both studies affirm that oral participation is influenced by affective factors as well as linguistic competence. (Lan et al., 2023)

The non-intervention strategy is intended to prevent learners from focusing excessively on the possibility of making mistakes while speaking. Opportunities to explain material without interruption are expected to help learners develop the courage to communicate and maintain the flow of information. Li et al. (2024) show that willingness to speak fluctuates during communicative tasks, indicating the need for continuous attention to interactional conditions. Fathi et al. (2023) likewise demonstrate the importance of positive emotional experiences for willingness to use a foreign language. However, it cannot be claimed that non-intervention has

actually reduced anxiety or increased learners' confidence without supporting interview, reflection, or measurement data.

The absence of immediate intervention does not mean that the teacher disregards linguistic accuracy. The teacher continues to perform a pedagogical role by observing and recording errors arising during activities. Separating the communication stage from the correction stage allows learners to complete language activities before receiving explanations about their errors. Xu and Zeng (2023) explain that feedback timing is an important consideration in second language learning, although neither immediate nor delayed correction can be considered universally superior. Ha and Nguyen (2021) also highlight the importance of considering learners' preferences and experiences when choosing a correction strategy. The practice used in Portuguese instruction can thus be understood as an attempt to accommodate communicative fluency while maintaining the teacher's corrective role. Ha & Nguyen (2021)

Delayed Corrective Feedback in Portuguese Language Instruction

Delayed corrective feedback is an integral part of the Portuguese teaching method employed. During peer teaching, the teacher records learners' errors without interrupting their interactions. These errors then become material for discussion after the main activity has ended. The teacher allocates a dedicated 40-minute period to explain the material in greater detail and correct inaccurate language use. Xu and Zeng (2023) define delayed correction in terms of the interval between an error and the provision of feedback. Research by Ha and Nguyen (2021) indicates that learners tend to value immediate correction, while teachers are more likely to consider postponing correction in certain situations. These differing preferences underscore the importance of aligning feedback timing with interactional characteristics and instructional objectives.

In this practice, delayed correction serves two main functions: reinforcing subject matter and addressing the accuracy of language use. The teacher not only corrects errors recorded during the lesson but also clarifies concepts that the presenting group may not have explained fully. Ha and Nguyen (2021) found that teachers' and learners' views regarding the targets and sources of oral feedback do not always align. Yüksel et al. (2021) found that oral correction practices are also shaped by teachers' pedagogical decisions, which do not always fully correspond to their stated beliefs. These findings help explain the importance of the teacher's role in determining the form of correction and content reinforcement according to instructional needs.

The effectiveness of delayed correction should be interpreted cautiously because empirical evidence has not shown that this strategy is consistently superior to immediate correction. In a systematic review of 20 studies, Xu and Zeng (2023) found that immediate correction tended to yield better or comparable benefits than delayed correction under several of the conditions examined. These outcomes were influenced by communication modality, the explicitness of correction, error type, and the interval before feedback. Research on peer and teacher correction in second language learning similarly shows that different feedback mechanisms can produce different outcomes depending on the context and skills assessed (Sippel & Martin, 2024). These findings suggest that delayed corrective feedback in Portuguese instruction is better characterized as a strategy for sustaining communicative continuity than as a method proven most effective in all instructional situations. (Sippel & Martin, 2024)

Recording errors during activities allows the teacher to identify aspects of language requiring reinforcement. Errors can be classified according to pronunciation, vocabulary choice, grammatical structures, and accuracy of meaning. Xu and Zeng (2023) emphasize the need for research on linguistic correction to address not only grammatical features but also lexical, phonological, and pragmatic aspects. Ha and Nguyen (2021) likewise show that correction targets are an important consideration in foreign language teaching. Such an error

classification can be used to organize correction sessions so that they focus not merely on identifying mistakes but also on understanding appropriate Portuguese forms and usage.

Integrating Fluency and Accuracy in Communicative Teaching Practice

The integration of peer teaching and delayed corrective feedback illustrates an instructional design that distinguishes between opportunities to develop fluency and efforts to strengthen accuracy. The peer-teaching stage allows learners to express ideas, explain materials, and interact continuously in Portuguese. The correction stage focuses on clarifying content and appropriate language use. Gorham et al. (2024) show that learning through peer-feedback activities can support the development of communicative skills, while Canals (2022) found that learner interaction can generate attention to linguistic form and modifications to speech. These studies provide a basis for combining communicative activities and linguistic reinforcement within a single instructional sequence.

Balancing fluency and accuracy also requires attention to the source and timing of feedback. A study by Sippel and Martin (2024) on German language learning found that correction by peers and teachers can contribute to writing development, with outcomes varying across treatment groups. Ha and Nguyen (2021) emphasize that decisions regarding the timing and type of correction are influenced by teachers' and learners' perceptions. Although these studies establish the importance of feedback, findings concerning writing skills cannot be generalized directly to Portuguese speaking proficiency. Accordingly, the integration of fluency and accuracy in this practice should be understood as a pedagogical design objective that requires further evaluation based on learners' oral performance.

Taken as a whole, the instructional practice illustrates the relationship between responsibility for learning, communicative experience, and linguistic reinforcement. Group formation creates a structure of responsibility, peer teaching provides opportunities for interaction, and delayed correction preserves the teacher's role in explaining content and correcting errors. Tekin et al. (2022) highlight the importance of collaboration for communicative success, while Li et al. (2024) describe the dynamics of willingness to communicate during group tasks. Xu and Zeng (2023) show that decisions about correction timing must take instructional characteristics into account. This synthesis strengthens the relevance of a Portuguese teaching practice that combines peer communicative activities with teacher intervention at the final stage. Li et al. (2024)

The contextual novelty of this article lies in integrating three characteristics into a single instructional procedure: teaching responsibilities shared by all group members, oral communication without immediate intervention, and a dedicated 40-minute session for correction and content reinforcement. Previous literature has discussed communicative interaction, affective conditions, and feedback as important components of foreign language learning (Fathi et al., 2023; Gorham et al., 2024; Ha & Nguyen, 2021; Xu & Zeng, 2023). Integrating these components in Portuguese language instruction offers a basis for developing more context-sensitive pedagogical inquiry. Nevertheless, the findings of this article remain descriptive and analytical accounts of teaching practice; improvements in speaking competence, changes in confidence, and the method's effectiveness cannot be established without documented assessment data or learners' accounts of their experiences.

Synthesis of Findings and Instructional Implications

The defining characteristic of CLT implementation in Portuguese language instruction is the staged allocation of learner and teacher roles. Learners assume primary responsibility during communicative activities, while the teacher maintains an observational role and provides linguistic reinforcement. Tekin et al. (2022) and Gorham et al. (2024) offer empirical grounds for the importance of collaboration and peer activities in communicative learning. Ha

and Nguyen (2021) and Xu and Zeng (2023) show that correction strategies require contextual consideration based on instructional objectives and characteristics. Together, these findings suggest the potential of this practice as an approach to Portuguese language teaching that emphasizes communicative participation without neglecting linguistic accuracy. Xu & Zeng (2023)

Table 1. Synthesis of the Characteristics of Communicative Language Teaching Implementation in Portuguese Language Instruction

Aspect	Instructional implementation	Pedagogical implications
Collaborative learning	Group formation, topic assignment, and distribution of tasks	Facilitates responsibility and opportunities to participate
Peer teaching	All members teach the material to classmates	Provides opportunities for language production and two-way communication
Independent communication	The teacher does not interrupt interactions among learners	Supports continuity of communication as a learning objective
Error observation	The teacher records errors during activities	Identifies areas requiring linguistic reinforcement
Delayed corrective feedback	Correction and content reinforcement for 40 minutes	Separates the communication stage from discussion of linguistic accuracy

CONCLUSION

The implementation of Communicative Language Teaching (CLT) in Portuguese language instruction through the integration of peer teaching and delayed corrective feedback illustrates a pedagogical practice that places learners at the center of the communicative process. Instruction is organized through group formation, the distribution of teaching responsibilities, the presentation of material in Portuguese, and peer interaction without direct teacher intervention. This strategy gives learners opportunities to use the language actively, while the teacher observes, reinforces content, and corrects errors during a dedicated 40-minute session at the end of the lesson. Integrating the two strategies reflects an effort to balance linguistic fluency and accuracy while fostering a learning environment that supports communicative participation. The main contribution of this study is its description of a communicative instructional procedure that combines learner autonomy with progressively structured pedagogical support from the teacher. Nevertheless, this study is limited to an analysis of teaching practice and therefore cannot establish the method's effectiveness in improving Portuguese language competence. Future research should employ structured observations, learner interviews, and speaking assessments to evaluate the method's effects on fluency, accuracy, and confidence when communicating in Portuguese.

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