

A Study of Using Communicative Language Teaching in English Classrooms

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Abstract

This study examines the implementation of Communicative Language Teaching (CLT) in English classrooms, focusing on its impact on students' language development, engagement, and communication skills. CLT promotes interactive and student-centered learning by encouraging real-life language use and meaningful interaction. The research highlights its advantages, including increased fluency and confidence, while also identifying challenges such as inadequate teacher training, large class sizes, and curriculum limitations. Despite these obstacles, CLT remains an effective teaching method. Providing educators with proper training and institutional support can enhance its success, enabling students to develop stronger English communication skills. This study follows a descriptive research design, focusing on analyzing and summarizing existing literature related to using communicative language teaching in English classrooms. The objective is to provide a comprehensive understanding of the subject by reviewing previous studies, theories and findings. The findings from this investigation will add to the current understanding of Communicative Language Teaching, particularly in English learning environments. This study assesses whether teachers incorporate Communicative Language Teaching techniques while delivering English lessons to non-native speakers. The results will assist educators in addressing the challenges they face in language instruction and offer improved strategies for utilizing the CLT approach. Additionally, the study reveals that English instructors generally support the CLT methodology and frequently implement its fundamental characteristics during their teaching.

3- Keywords: Communicative Language Teaching, learning, interactive teaching, classroom challenges.

Introduction

Earlier, Communicative Language Teaching was found during the challenge of Traditional language teaching. It was at this point that traditional methodologies like Grammar-Translation and Audio-Lingual approach gave way to Communicative Language Teaching. The need for a good use of English language for both communication and written purposes bring up the demand for adopting the best methodology in teaching English language primarily for communicative purposes. It is an issue of language teaching where researchers and educators must work on bridging the gap between the theoretical understanding of the language teaching methods and approaches and the language teachers' classroom practices.

To convey ideas through human speech, and expressing thoughts through voice and sounds are called language. Speech is a system for combining words to generate meaning used by a specific group of individuals. Language is unique to humans, representing the fundamental ability that sets humans apart from all other living creatures. Consequently, educators select their teaching methods regardless of what advocates of different approaches recommend they adhere to, and the teaching practices observed in classrooms are clear to reflect the theoretical foundations of various methods and strategies.

In addition, various theories have emerged related to foreign language teaching, learning, diverse methods, and approaches have been defined. They are different in terms of how to teach and learn a target language, and using one approach or another by foreign language teachers is a matter of controversy. Anyhow, one can corroborate that teachers tend to favor the use of an eclectic methodology.

Researchers raise questions about what pedagogical approaches and methods should be applied in language teaching practice, what impact on such approaches and methods will have on language teaching, and what problems may arise in language

teaching by adhering to a particular approach or method. Researchers have wondered whether these approaches can also be used to other situations where a language is being taught as a second or foreign language. The research method type for this research is library used. After reviewed some books and got information about the issue, the researcher analyzed them all. The results from this study will contribute to the field of knowledge about CLT, particularly in English Classrooms. English is a universal language; it is essential to learn English for communication. The goal of this study is to examine if Communicative Language Teaching is used by teachers when implementing English as a foreign language lessons in English classrooms.

Statement of the problem

The classroom interaction which is a significant feature of communicative approach is ignored in many classrooms which can reflect in the activities that have failed to achieve the goal. It means that English is used less in lessons, there is less group, and pair work due to the large number of students. To answer this question, researchers need to observe more English teachers in their classrooms and compare these practices with the principles of CLT. Data from these observations can be used with other sources to give a clearer picture of the problem. Most of the in- service teachers' studies, indicate that the lack of CLT training is one of the factors that hinder English language teachers from implementing CLT in their classrooms.

Furthermore, the examination-oriented teaching at schools and practicing the teacher centered teaching method in English classrooms are the reasons for unsuccessful implementation of CLT. That was the case before introducing CLT to English language classrooms. It seems to be related to other issues such as teachers attempt to adapt their teaching method and learning environment.

The current situation of English language teaching, requires to conduct researches on the adopted approach and its implementation in the classrooms. This research takes all the above reasons into account on studying English language teachers' practices of CLT. It also studies the challenges that English language teachers face due to the current educational issues and factors that influence CLT practices. Since CLT is new to Afghan teachers, so it requires to make them understand how to promote better teaching and learning condition. Therefore, the purpose of this research is to fill the gap of using CLT teaching in classrooms. This study also explores teachers' knowledge on CLT principles and their opinions about the factors that hinder CLT implementation in their classrooms.

Significance of the Study

Like many traditional and modern theories and approaches in the field of teaching and teaching of languages, CLT offers an important set of advantages for teachers and students to use the progress of learning. Here are some of the possible advantages. First, unlike the grammar-translation and direct methods, CLT approaches are student-centered language teaching practices and tend to be situation-oriented (Da Silva Cintra and Bittencourt, 2015; dos Santos, 2019).

Within the situation practices, teachers tend to develop some related activities within student-living communities and societies. With these transparent and familiar backgrounds and with an understanding of the vocabulary and application of the sentences, students are more likely to share their thinking with their peers. Also, the situational practices in speaking classrooms may not strongly focus on grammar and sentence translation accuracy. However, with these approaches, students may increase their understanding and knowledge of language use, feasibility, and communication abilities. Secondly, one of the other significant advantages of the CLT approach is the interaction between

teachers, students and peers. For the CLT approach, the relationships between peers and teachers are significantly increased and highly considered (Savignon, 2002). The CLT approach allows teachers and students to transfer their traditional teaching and learning beliefs into an innovative teaching and learning approach. For example, a well-known educator (Dos Santos, 2019) in language learning advocated that today's students like to use technological-assisted materials and tools for language learning, such as social media platforms.

Research Objectives

The objectives of the research are to:

- Know what strategies to be applied in classrooms, to improve better Communicative language teaching.
- Involve students more in CLT classrooms exercises.

Research Questions

This study tries to answer the following questions

1. What are the practical approaches for English Teachers using Communicative language approaches?
- 2- How do the classroom practices of English language teachers reflect CLT?

Review of the Related Literature

The previous studies have been conducted related to the topic, are discussed below.

Syarief (2016) suggests providing initial or in-service training for language teachers on what CLT actually is, and how it works in a classroom environment. Thus, CLT in-service training bridges this gap and facilitates the learning process of transforming classrooms from teacher-centered to more student-centered classrooms. According to Richards (2006), learning the

language does not always guarantee the learner will be able to use the language fluently. Consequently, the lack of fluency result from of rigid formal training in language learning; another reason can be the lack of strategies to involve students in communicative activities.

Learners should be encouraged to take the initiative to participate in classrooms activities and dare to express their ideas. It does not matter whether they use the language properly, but at least, they need to try and improve it through constant practice. The author also asserts that communicative competence involves the following aspects of language knowledge: knowing how to use the language in different situations, knowing how to vary the use of the language according to settings and participants (formal and informal speech), being able to understand different types of texts, and knowing how to maintain communication despite any limitation the speaker might have. When using communicative activities in the classroom, a distinction between fluency and accuracy should be made, understanding fluency as the natural language use that takes place when the speakers participate in a conversation despite the limitation of their communicative competence. Accuracy, on the other hand, refers creating correct examples of language use.

Jeyasala (2014) asserts that teachers should encourage students' communicative competence all the time. Besides their limitations in using language fluently and accurately, they should provide them with spaces to interact with others or to immerse them in speaking activities that enhance their ability to use the target language. Providing students with accurate communicative contexts is the best option that teachers can make, for students to exchange real information. So, language and phrases will emerge according to the situation. It is also necessary for students to have much exposure to the language and the linguistic input they receive which should provide them with opportunities to produce and use the language at any situation. Advocate researchers (Brown, 2000; Larsen-Freeman, 2000; Richards & Rodgers, 2001; Richards,

2006) refer to this approach as both processes and goals in classroom learning. The main goal of CLT is to promote communicative competence of the learners. As the high demand for learning English and internationalization of the language, so, the approach is widely adopted by many countries worldwide to substitute traditional methods and provide learners with more opportunities to learn languages.

Ibrahim in (2017) indicated that traditional methods for teaching English as a foreign language in many countries, especially in developing countries, have yet to be successful to boost learners' communicative competence in English language. In contrast to other methods, Savignon (2002) and Richards and Rodgers (2001) believe that CLT provides language learners many opportunities to use the target language in different contexts and for various purposes.

Richards and Rodgers (2001) define CLT as an approach and identify five main principles. These principles are (i) learners learn a language through using it for communication, (ii) the goal of classroom activities should be authentic and meaningful, (iii) accuracy is important, but fluency is also a critical dimension in language learning, (iv) communication does not only include oral communication, but it is the integration of different language skills and (v) learning is a process of creative construction that involves trial, and error. Teachers' understanding of these principles is crucial in their integrating of classroom practices with their view on language teaching as a theory.

Pham (2006) states that those teachers who do not have a complete understanding of CLT can hardly develop their practices appropriate to the learning context, and as a consequences, they return to traditional teaching. As a solution, Syarief (2016) suggests pre-service or in-service training for language teachers about what CLT is and how it can work in classroom environments. Therefore, the in-service training on CLT can reduce this gap and facilitate the teaching process to transform

the classroom from teacher-centered classrooms to a more student-centered one.

Mhamad and Shareef (2014) confirm that traditional teaching methods are used with teacher-centered education which prolongs the passive learning of a language learners from attaining skills to take responsibility for their learning and to monitor or evaluate themselves. Hassan and Ghafor (2014) also indicate that the CLT program is not entirely communicative; it is a mixture of grammar-translation method, audio-lingual method, and communicative approach techniques.

Though adopting such an approach and transitioning from the traditional methods to the implication of Communicative Language Teaching was not a challenging task. There is still a big issue that requires extensive studies, which is the gap between theoretical aspects of CLT as an approach to teaching languages and the implication of the approach on the classroom level. This sudden transformation from traditional teaching methodology to the adaptation of the current approach without preparing the teachers on the suitability and practicability of CLT have results in many challenges to the teachers to implement CLT activities in their classrooms, especially in the classrooms where English is being taught as a second or a foreign language.

Methodology

This study follows a descriptive research design, focusing on analyzing and summarizing existing literature related to using communicative language teaching in English classrooms. The objective is to provide a comprehensive understanding of the subject by reviewing previous studies, theories and findings.

The research relies on a systematic literature review, gathering data from books, journal articles, conference papers, and credible online sources. A qualitative approach was used to analyze and synthesize the collected literature. The process involved identifying key themes and

findings in existing research, comparing different perspectives and theoretical frameworks.

Discussions and Results

The understanding of the Communicative Language Teaching method should not only focus on the simple interaction activities, but also it should be combined with facts of classes. Although the Communicative Language Teaching approach has many merits, it does not mean that traditional methods offer no advantages. It is necessary to find a midway between the two of them. The study is limited by the absence of inspections in Communicative Language Teaching class, which makes these findings less connection with practice. So, these results suggest that Communicative Language Teaching method enables teachers to construct an engaging, efficient language learning classroom, improve students' ability of using language, helping students understand, and put what they have learned into practice.

Unlike traditional teaching and learning methodologies and strategies, such as the Direct Method, the current CLT approach encourages students to share and speak up about their ideas with peers and teachers without any limitations. From the last few decades to many contemporary studies and research projects, it is worth noting that applying the CLT approach is being employed in many theories and practices as the primary comprehensive training method. For future implementation, although the English language continues to serve as one of the best-known foreign languages for these university students, many students may study basic for advanced level targeted language in their hosted colleges and universities. Therefore, language teachers should always consider how to employ the appropriate teaching and learning methodologies and strategies to these groups of international students with different social and cultural backgrounds.

The main goal of learning through Communicative Language Teaching (CLT) is fluency, i.e., the ability to communicate in English or the target language rather than reading and writing. Today, English has become the global lingua franca, and without learning English, even if one can read and write well, yet he/ she cannot excel professionally. The early 2000s saw significant advances in technology that continue to this day. CLT was valued and focused. It was not about acquiring the knowledge or culture of the people who spoke it, but the ability to cope with the everyday situations of daily life. There was no need to study the literature or the grammar of the language; the goal was to achieve an accurate expression that would meet the needs of commerce and social relations. Thus, the main goal of communicative language teaching was to teach the learner to master communicative skills in the target language, not reading and writing skills.

Conclusion

To conclude, this research examined the impact of **Communicative Language Teaching (CLT)** in English classrooms, focusing on its ability to enhance students' speaking skills, engagement, and overall language development. The study highlights that CLT fosters interactive learning by encouraging real-life communication and student participation, making language learning more dynamic and meaningful. However, certain challenges, such as inadequate teacher training, large class sizes, and rigid curricula, can limit its effectiveness. To address these issues, educators should receive specialized training, and schools should create supportive learning environments with sufficient resources. In conclusion, CLT is an effective teaching approach that promotes communication skills and student-centered learning. By overcoming implementation barriers, teachers and institutions can maximize its benefits, helping students develop greater confidence and proficiency in English

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په انگریزي ټولګيو کې د ارتباطي ژبي تدریس میتود کارولو څېړنه

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لنډیز

په دې څېړنه کې په پام کې ده، چې د انگریزي ژبي په ټولګيو کې د ارتباطي ژبي تدریس یا (CLT) میتود له لارې څرنگه انگریزي ژبه تدریس کړو. (CLT) یا د ارتباطي ژبي تدریس میتود په شاګرد محوره تدریس کې زده‌آکوونکي هڅوي تر څو د انگریزي ژبي ورځنی ارتباطي مهارتونو د پراختیا لپاره فعاله رول ولوبوي. دا څېړنه د (CLT) یا د ارتباطي ژبي تدریس د شاګرد فصاحت او پر ځان د باور زیاتوالی برسیره کوي. د ښوونکو ناکافي روزنه، په ټولګي کې د زده کوونکو ډیروالي او د نصاب محدودیتونه د (CLT) د یادوني وړ ننگونې یا ستونزې دي. خو د دې ننگونو یا ستونزو سره سره (CLT) یا د ارتباطي ژبي تدریس میتود یو ډیر اغیزمن میتود دی. که چیرې د اداري ملاتړ او د ښوونکو د پوره چمتوالی سره به یو مناسب فضا کې دا تدریسي میتود تطبیق شي؛ کولای شي، چې د زده کوونکو د انگریزي ژبي ارتباطي مهارتونه ډیر بیاوړي او وده ورکړي. په دې څېړنې کې د تشریحي او توصیفي میتود څخه ګټه اخیستل شوي او د معلوماتو را ټولولو لپاره د موجوده معتبرو منابعو اړوند پر لنډیزونو او تحلیل باندې تمرکز شوي. د دې څېړنې موخه دا ده؛ چې د پخوانیو مطالعاتو، نظریو او موندنو په بیاکتنې سره د موضوع هر اړخیز پوهاوی ترلاسه شي. د دې څېړنې موندنې به د ارتباطي ژبي تدریس (CLT) په اوسنۍ برخه کې نور معلومات هم اضافه کړي؛ په ځانګړې ډول د انگریزي ژبي په یو تدریسي چاپیریال کې. دا څېړنه دا ارزوي؛ چې آیا استاد د ارتباطي ژبي تخنیکونه خپل په تدریس کې عملي کوي که یا، په داسې حال کې چې زده کوونکو ته انگریزي ژبه تدریسوي او د هغوې اصلي یا مورنۍ ژبه انگریزي نه ده. د دې څېړنې پایلې به له استادانو د هغو ستونزو په حل کې مرسته وکړي، چې دوی د ژبي د زده کړې په لارښوونو کې ورسره مخ دي او دا څېړنه د (CLT) میتود کارولو لپاره غوره لارې وړاندې کوي. همدا رنگه، دا څېړنه ښیي چې په عموم ډول د انگریزي ژبي استادان د (CLT) میتود څخه ملاتړ کوي او په مکرر ډول، دوي خپل د تدریس په جریان کې د هغې اساسي ځانګړتیاوې پلي کوي.

کلیدي کليمي: د ارتباطي ژبه، زده کړه، متقابل، تدریس، ټولګي، ننگونې



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