



Communicative Language Teaching Method

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Abstract: *From this article we describe so communicative approach is based on the idea that learning language successfully comes through having to communicate real meaning. When learners are involved in real communication, their natural strategies for language acquisition will be used, and this will allow them to learn to use the language.*

Keywords: *communication, methods, TESOL, TEFL, CLT.*

Teachers of language always work out the various methods or approaches to make their students learn and able to communicate using the target language they taught. It is done to find the best way to make the students competence in the subjects they taught. Teachers of language come to teacher training to know the ideas about methods or approaches in teaching language. They become clearer about what and why they do when they are exposed to the methods/approaches. By knowing their position in a teaching and learning class, they will be able to see why they choose a certain method informed, not conditioned. There are many possible methods or approaches could be applied in teaching and learning classroom. One of the most popular approaches is The Communicative Language Teaching approach or abbreviated as CLT. In fact, there were also some factors led to the emergence of CLT in language teaching, especially English Language Teaching (ELT).

There are many communicative activities could be applied in CLT, but particularly, some typical communicative activities in CLT, which facilitate the interaction among learners of the target language in classroom, are group discussion, simulation and role-play. First, discussion can be carried out in pairs, group or whole class discussion. Students' collaboration and communication skills will be enhanced by the activities working in pairs, groups or whole class. Second, simulation equips the learners with the real-life situation in the classroom so they can stimulate the real world in using the target language. Third, role-play is similar to simulation; the difference is role-play may use adopted identity, pretend to be someone else. Communicating in different social contexts and different social roles gives an opportunity to the target language learners to learn socio cultures of the target language because communicating needs cultures involved.

Syllabus is an outline of a plan that will be achieved in a big process of teaching. A syllabus, which contains CLT approach, provides space for teachers of language to develop learning materials and activities in a lesson plan about a target language. As cited in Qinghong (2009), Van EK (1980) says six basic functions in the form of CLT approach syllabus: (1) imparting and seeking factual information; (2) expressing and finding out intellectual attitudes; (3) expressing and finding out emotional attitudes; (4) expressing and finding out moral attitudes; (5) getting things done; and (6) socialising. Those all functions in the syllabus will create CLT in language teaching by different realisation based on the form of specific role within a specific situation.

Doubtlessly, English is needed in specific occupations causes calling for theme known as English for Specific Purposes. The learners learn English as their target language in certain roles such as waiter/waitress, tour guide, nurses, secretaries, executives, engineers, etc. (Richard, 2006). It is more efficient to teach them specific English using communicative skills rather than general



English. To carry out this specific English, an appropriate curriculum is needed as the basic of determining the goals and objectives of the course. As a vocational school, the curriculum has been set in the form of institutional curriculum.

As students of English Department concentration in tourism and hospitality industry, the learners of English as a foreign language need English in specific purposes for two reasons. First, they need it for their academic purposes. The characteristics of English for specific purposes have different analysis in vocabulary, grammar, texts, functions and skills of specific field. Learners are expected to gain knowledge from informative sources whether printed or non-printed materials published in English using appropriate analysis in their field. Furthermore, the activities such as pair or group work, simulation and discussion in classroom facilitate them with language functions in the form of macro skills. This macro skills competence is required to pass the exam in proving their proficiency, for example the TOEIC, the IETLS or the TOEFL. 3. Facilities As a vocational school, the institution is equipped with many facilities to prepare the students to the real situation of working world including English Department concentration in tourism and hospitality industry.

The facilities such as reception corner, mini bars, kitchens, and hotel-room-like support the simulation or role-play activities in CLT. Students have chance to learn English in the real situation by interacting among them and to learn socio cultures by different social contexts and social roles. They have opportunity to practice their English as if they were waiters/waitress, receptionists, operators, bar-tenders, bell-boys, room-boys, or chefs. Using CLT in this activities which supported by the facilities, focuses language learning in real communication, makes learners tolerant to other learners' error, develops accuracy and fluency, and links language functions since they take place in the real situation. Using CLT in ELT at English Department means trying to get students to develop their linguistic fluency not only the accuracy.

The students are equipped with tools for generating spontaneous language performance for working-world when they graduate. They are facilitated with the lifelong language learning not just with the immediate classroom task. The classroom practices using CLT encourage the students intrinsically to pull their fullest potential in ELT (Brown, 2007, p. 46).

Although CLT is considered as the most effective and efficient approach to meet target language learners' needs in language teaching, it has critics as well. Since its basic goal is to achieve communicative competency, the learners are required to possess the rules knowledge of how to use the language 21 they produced in certain situation and strategies to use the language in effective communication. However, Kaisheng (2007) says that critics believe in this approach the functional aspects and the formal structures of the language need a strong link in order to make language learning effective. It is an understanding about the cultures of the target language and the learners' and these remains as a great challenge for some language teachers. In implementing CLT approach in my classes, four main problems arise. First, the classes are too large in number for language learning condition. To anticipate this problem, worksheet can be given so that it can cover all students at the same time, the use of group work and pair work is also important to maximise students' participation.

Group leaders can also be used in class to assist in delivering the teaching instruction. On the other hand, an eclectic approach, which combines CLT and other methods like Grammar-Translation method, could help managing a large class. Second, students have various level of competence. Students with different levels of competence can be anticipated by giving the same tasks from different material, or giving a different task from the same material according to their levels of competence.

Moreover, various levels of competence lead to the various speeds of finishing the task. For high-levelled competence students who able to finish their task earlier, providing them with extra



reading or simple puzzle can overcome their boredom in waiting for others students completing their tasks. However, the extra activity should be stimulating. If it is boring, the students will avoid finishing early. Third, students are reluctant in using English. For students who always use their mother tongue in class, the anticipation is by giving response in English to them. This can create English atmosphere and encourage them to use English in the learning process, and give necessary feedback. Furthermore, it can be done by encouraging them to think about the benefits of using English. Fourth, the local culture does not support to use of English inside or even outside the classroom. People are considered showing off their English competence if they speak English in inappropriate situation. English teachers must bring their students into the atmosphere that the language competence is used in communicating to deliver news with appropriate form or grammar to gain their fluency and accuracy in English, not mainly the mastery of the form or grammar. So that students will be more willing to express his idea or opinion using English inside or outside classroom. This culture problem is also can be anticipated by giving motivation to students, that the most important part of learning a language is the ability to convey the news with target language, rather than the ability to use the correct form. Furthermore, encouraging students to be more aware of the essence of learning a language is how the language can be used, so students should not feel strange if their friends use English inside or outside classroom to communicate.

The Communicative Language Learning approach is a product created in response to the need of appropriate approach in language teaching process. By understanding the definition, the characteristic and the emergence factors of CLT in ELT, hopefully this approach could meet the English learners' needs. However, the knowledge of methods/approaches in ELT helps the English language teachers expand their repertoire of techniques in teaching. In this process of finding the best method/approach in their ELT class, teachers of English will gain additional avenue for professional growth. Obviously, some teachers will consolidate their position in ELT, not by entertaining new principles, but rather by trying out the best method/approach for their students. In contrast, judging from its criticisms and problems implementation in classroom, some new approaches, such as Task-Based Language Learning (TBLL) and Computer Assisted Language Learning (CALL) are established to the new direction in English Language Teaching. Educators and linguists always evolve to find appropriate approach according to the time.

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