

Communicative Language Teaching (CLT) Method in Teaching English

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Abstract

Knowledge of English Language teaching (ELT) methods will be the manual for the actions of English instructors within the classroom. The motives for choosing the best ELT method will rely upon various factors. However, the ELT method is anticipated to facilitate students to grasp English language competencies. Using Communicative Language teaching (CLT) aims to fulfill students' needs in communicative competence. The CLT is described as a method of teaching a second or a foreign language that focuses on learners' interaction whether as the means or the final purpose of learning a target language. Interaction means an activity in which two or more parties affect upon one another. CLT refers to communicative method for teaching a second or a foreign language as well. In this method, learners focus on learning language by having actual social interactions, such as ; conversations, presentations and discussions.

Keywords: *Communicative Language Teaching, English Language Teaching.*

INTRODUCTION

Communicative Language Teaching (CLT) is a language teaching method that emphasizes verbal exchange as the primary aim of learning. In this approach, students are focused on gaining knowledge of language through having a real social interactions, which includes conversations, presentations and discussions.

METHOD

The CLT method considers that communicative skills (listening, speaking, reading, and writing) are competencies that ought to be developed in language learning. Therefore, instructors are required to provide realistic and enjoyable communicative situations for students, so that students can learn and apply the language learned in actual situations. CLT also emphasizes developing language skills holistically, namely by developing all communicative skills (listening, speaking, reading and writing) simultaneously and inter-relatedly.

RESULTS AND DISCUSSION

CLT originated in Europe in the 1970's with the purpose of making language instruction responsive to the communicative, functional demands of learners. by the mid-1970s, CLT expanded to American context. At that time, both British and American proponents noticed it more as a method that aims to educate communicative competence and to seek ways to teach the four literacy skills that recognize the interdependence of language and communication.

The first theorist behind CLT is Noam Chomsky. According to him, new language is produced in every utterance correcting the perception that language is restricted to structures. Rather, there were constant units of principles and parameters from which an infinite number of linguistic forms arise. This means that there was an underlying syntactic structure which allows people to share a universal grammar. This deep structure is not affected by the variability of the surface structure consisting of the different languages spoken in the world.

The concept of CLT method is learner-centered and the role of the teacher here is expected as a facilitator who can bring learners of the target language right into a communicative learning environment. Teacher makes communicative teaching plan and apply it in classroom activities that make all the students interact in the classroom communicatively. The learners' position in CLT is the most essential due to the fact they are the communicators of the language teaching process. As communicators, they are in charge for negotiating the meaning of their communication, trying to understand and gain the meaning of others' messages within the communication using their competence in target language.

The CLT method puts the focus on the learner. It is the communicative needs of learners that provide the framework for the program in aiming for functional competence. Eight principles of CLT by Savignon (2002) :

1. Language teaching is based on a view of language as communication. Through it, speakers make meaning and communicate for a specific purpose, whether orally or in writing.
2. Diversity is part of language development and use.
3. Competence is relative, not absolute.
4. Varieties of language can be used as models for learning and teaching.
5. Culture is a means for shaping speaker's communicative competence, both in the first and in subsequent languages.
6. Various techniques and methodologies are allowed.
7. Language use serves to express ideas, interact with others, understand and produce texts, and is related to the progress of competence in each.
8. Learners should use the language in performing tasks, for a variety of purposes throughout the learning process.

CLT included language functions in its curricula instead of grammar development. Its aim is to develop fluency and the ability to communicate in different settings, embedding grammar use in a context. The students are encouraged to maximize classroom participation. Within this, interactive small-group work became an important strategy to develop fluency. They had to listen to peers rather than only on the teacher and were to take a more responsible role for their own learning.

Lessons should be designed in a way that helps students develop communication skills. The teacher therefore has the task of providing a safe learning environment in which the students feel comfortable speaking in English. The students should be given ample opportunities to speak in class. Ideally, students should be speaking more than the teacher.

Classroom practice using CLT then includes activities that allow learners to take on very active roles as they engage in role-plays, discussions or debates since CLT employs a considerable amount of group work. They are given exposure to authentic language by reading, listening or watching news reports, and articles. Students are called on to engage in communication that corresponds to real-life situations. The main

focus is given to communication behavior appropriate to a particular context, rather than grammar.

Teachers do a lot of scaffolding -a classroom teaching technique which instructor deliver lessons in distinct segments, providing less and less support as students master new concepts or material- in order to help students produce output where they may still have difficulties because the students are demanded to speak in the target language. The teacher supplies interesting and comprehensible input, such as jokes. They try to use culturally appropriate language use. Also, they negotiate meaning and correct errors only when they interfere with the students communication. This imply that even though grammar teaching isn't completely removed, it is performed when the teacher notes that the students need reinforcement in certain structures in order to communicate their needs more effectively. Listening is also given primary importance in this case.

CONCLUSION

It has been seen in this paper how CLT has evolved, first as a theory and then as a method. CLT as a method views language as a tool for communication and should therefore be taught as one. Grammar is therefore auxiliary and should not be the main focus of language teaching because it does not encourage fluency and hinders spontaneity. Errors are part of learning and should only be corrected when it interfere in effective communication.

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