
New Dimensions of Communicative Language Teaching (CLT) in the 21st century: A Review

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Communicative language teaching began in Britain in 1960s to teach English as a second or foreign language. This paper was designed to describe the advantages of CLT in L2 learning classroom in secondary schools of Ethiopia. It focused on the learners' opportunity to practice speaking for communication than mastering language structures. In Ethiopia, English is taught and learned as foreign language. The learners are expected to improve not only their linguistic competence but also their communicative competence. So learning English is not only mastering of structure, vocabulary and pronunciation, but also to improve the ability of speaking. Language learners who learn English intensive, the student should be able to interact orally; however, most of the students in Ethiopia secondary schools do not speak English effectively during communication. And also the researcher observed similar problems in Halale secondary and preparatory school at Kindo Didaye Worada in Wolaita zone. The aim of this study is to address that classroom activities maximize opportunities for learners to speak English in communicative way for meaningful activities in real world. The study used interview, questionnaire and CR observation and data was analyzed by using both quantitative and qualitative methods. English teachers and 30 students participated in this study from Kindo Halale secondary school. The study concluded by forwarding possible conclusions and recommendations.

Keywords: Communication, Understanding, Observation and Activities.

Introduction

Oral communication is activity involving two or more people in which hearers and speakers have to react to what they hear and make their communication. Howe (2003), speaking is extremely important, it is a voice in to students' writing, it helps them to develop and make sense of their reading, it also wonders for their self-esteem, and builds confidence for outside world. Therefore, more of one's daily social life communication takes place through speaking. CLT is used to enhance communication in a foreign language within real life situation.

English is one of the foreign languages in Ethiopia context. It is taught as a subject from very beginning of KG. Besides, it is used as medium of instruction of all subject matters both in secondary and tertiary levels of education. It is one of the compulsory subject in matriculation. The Ethiopian ministry of Education mentions the importance of English language as follows. In

Ethiopia, there is a large demand for good English command, it serves as a medium of instruction at secondary and higher education level in Ethiopia". (MOE, 2005). In special case in SNNPRS, the primary education (grades 5-8) English is used for medium of instruction for all subjects. And in Addis Ababa city administration and Gambela region it begins at grade 7 (Abiy, 2005). The learners may be good at grammar structure, but they may fail to communicate orally. Therefore, learning a foreign language does not mean only mastering its structures, but also developing communication abilities of every day in the real world. To do it the foreign language learner is needed to speak which fosters communication ability rather than mastering its structure.

Basically, speaking is human verbal activity takes place between pairs or groups through oral presentation to communicate ideas, thoughts, facts, opinions, wishes, desires, and so many day to day social life activities. It is part of the daily involvement of most people with language activities and the prime motor of language change. It also provides our main data for understanding the message through language contact. Everybody in the world carries out different activities through speaking in order to have transaction function (conveying message) or interpersonal function (making good relationship between people). As it is quoted from Howe (2003), in the back ground of his study, speaking skill is extremely important to students. It gives sense for the rest language skills and builds students, confidence for outside world.

The main goal of teaching speaking skill is in order to enhance learners' oral communicative competence in their real world life. Murcia (1991). States the good of teaching speaking in class as the way of promoting the acquisition of communication skill and fosters real communication in and out of the class. Harmer (2007), mentions three reasons why students should speak in class. First, it is with the reason that speaking provides opportunities for learners to internalize the linguistic patterns.

Second, it is because with the speaking tasks students try to use feedback from their teachers to improve their speaking ability. Third, speaking provides the opportunities to activate various language activities which make them to interact each other. According to Richards and Rodgers (1986), communicative language teaching start, with a theory of language as tool of communication. The classroom goal of instruction is focused on developing learners' communicative competence. Nunan (1991) states, there are five features of communicative language teaching;

- An emphasis on learning to communicate through interaction in the target language.
- The introduction of authentic texts in to the learning situation
- The provision of opportunities for learners to focus, not only on language but also on the learning process itself.
- An enhancement of the learner's personal experiences as important contributing elements to classroom learning.
- An attempt to link classroom language with outside the classroom.

Speaking can be learned by interacting. In CLT real life circumstances are used and that necessitates communication. With the use of LCT, Learners will have chances to speak and interact in target language. Teachers should provide opportunities for communicative activities (Kayl, 2006).

When students interact one another among them, they develop speaking skill as well as self-confidence. Several roles are assumed for teachers in communicative language teaching, the importance of particular roles begin determined by the view of CLT adopted. Breen and Candlin (1980), describe the teacher have two main roles the first role is to facilitate the communicative process among all participants and the various activities and texts.

The second role is to act as an independent participant with the learning-teaching group. According to Richards and Rodgers (1986), in communicative language teaching, the following roles are assumed for a teacher a teacher is a facilitator of the communication process, be analyst, counselor, and process manager. His/her responsibility is determining and responding to learners' language needs. The teacher would them provide many artificial contexts in the classroom by using students and items from there, famous people, or anything within the normal daily life of the students, to create an understanding of the use of the student. The students eventually practice the structures in meaning full way in groups or pairs (Goner, Phillips, and Walters, 1978). The learner's own personal experiences are regarded as important contributing elements to classroom learning. They respond to each other directly or indirectly.

They work out interpretations of the meaning of the issue through communication that always or commonly understand in the context the given situation (Brown 1994). According to Nunan (1991), students can learn with an emphasis on communicating through interaction in a foreign language. Hiu (2005) proposes that the roles of student in CLT classroom are supposed to the negotiators for meaning, communicators, discovers, and contributors of knowledge and information. The study it deals with how the article conducted, who the Participants of the study were, low the data was collected and analyzed, advantages of CLT in L2 classroom and ways to be effective in L2 communication.

Participants

Secondary school has 26 sections, 1,569 students and 6 EFL teachers. 160 students participated in filling questionnaire in 32 groups of 5 members. Three EFL teachers interviewed among the six. The information obtained related to advantages of CLT in L2 classroom. It was conducted to four sections.

 Discussion

Which one is more important? (Authentic context)

Activities	Frequency(groups)	percent
Group discussion	32	100%
Writing notes and lecturing	8	25%
Pair interaction	24	75%
Silent observation	0	0
Role play	32	100%
Democratic dialogue	32	100%

Table: 1: selected classroom activities in CLT class

As it can be seen from table 1 above, 32 groups (100%)

Of the students proved that group discussion, Role play and democratic dialogue must be fully selected class room activities during CLT class and the rest are not more effective activities for the matter. This indicates that the student considered the main tools to implement communicative language teaching to teach speaking skill.

In communicative language teaching approach, an emphasis is given to communication through interaction in the target language. The responsibility of the teacher is to facilitate the situation that help the learners to communicate each other (Richard and Rodgers, 1986). According to them. The primary function of language is to allow interaction and communication.

Learning to communicate

Why do you learn English?	Frequency	Percent %
To pass class exam	40	25%
To have better result in higher commission entrance	48	30%
It is subject matter like other subject	25	15.62
To communicate with other	22	13.75
To get good job and increase chances of promotion	25	15.62
	160	100%

Table: 2: The Purpose Why Students Learn English

A language learner is expected show the significance of change on his/her communicative competence. The goal of teaching spoken English is to on prove students, oral conversational abilities and to foster international competitiveness in the real-world life (shin, 2007). But the students' immediate goal world English language learning is not matched with the goal of learning a language for a means of communication.

Table 2 shows that the majority of respondents responded that they learn English in order to pass the exam (25%) to have better result in entrance exam (30%), because it is given as a subject matter like other subjects (15.62%) and to get good job and increase chances of promotion (15.62%) and at the last the least number of respondents (25 or 13.75%) learn English to communicate with others. As it is possible to realize from the above table 2, the learners themselves give attention for the exam rather than communication. The researcher interviewed all the ELT teachers, most of them responded that entrance exam is the only thing that decides the students, future life. It causes failures or joining university to better education and have better career in their life. Not only the learners but also the teachers themselves focus on the language parts which are frequently appeared in written exams. Speaking a language in everyday life situation to develop oral communication is not targeted during classroom teaching- learning and in assessment.

Nagata (1995), states testing speaking skill becomes avital part of all examination in the all schools which gives English as a foreign language. The principles of CLT approach lies on the fact that learners learn a language by using it for different purposes. The purposes are real purposes in everyday life or the artificial purposes created in the classroom. In communicative syllabuses needs of the learners in different situations are considered. And appropriate language for these purposes or situations are learned or taught. English for Ethiopia student text book grade 11 is well designed to implement communicative language teaching approach to teach speaking skill, but the need for learners is not matched with the text book; because the learners as well as their teachers focus on the part that frequently appeared in exam rather than focusing on how to facilitate the situation to emphasize communicative language teaching implementation in teaching speaking skill. The CLT implementation in L2 classroom. Providing opportunities for learners

Problems learners face in spoken English class	Frequency	Percent %
Lack of opportunities to practice speaking skill	60	37.5
Using other languages	54	33.75
The teacher centered teaching method	46	28.75
Total	160	100

Table3 Contextual Problems Students Face in Spoken Class

In communicative language teaching method, the teacher has to put the language patterns first. Then, the learners have to practice it with guidance and counseling of the teacher.

The above research information reveals that the learners have no opportunity to practice the language patterns, the teacher doesn't create artificial situation as the researcher revealed in the above point. Therefore, the learners have no motivation to be taken part in learning process. Effective learning frequently involves learners in exploration of new linguistic train, and interaction can often be the medium for providing the stretch that is necessary for ongoing language for development ---to take advantage of language learning opportunities outside the classroom (Park and Lee, 2006)

Focus of the teacher		
On what components does your teacher focus	Frequency	Percent %
Language forms	96	60
Meaning	28	18
Pronunciation	36	22
Total	160	100

Table4 The Focus of Teacher in Teaching Speaking Skill

In the above table 4, the respondents said that (96 or 60%) their teacher focuses on language forms (28 or 18%) their teacher focuses on meaning and (36 or 22%) their teacher focuses on pronunciation. The main objective of communicative language teaching is to prove classroom learning process. It maximizes learners' opportunities of speaking in the target language in communicative way to transfer meaning. Its primary focus is on helping learners create meaning rather than helping them develop perfectly grammatical structures and pronunciation. The emphasis is given to meaning rather than the language forms. However, as the above data indicates, the least consideration was given to meaning.

Major Findings

- Based on the main focuses of the study, the following major findings were drawn.
- There had found that in communicative language teaching approach the emphasis is given to communication through interaction in the target language and the main tools should be considered to implement CLT in classroom.
- The problems of teachers focusing on grammar-based teaching for examination by neglecting CLT approach
- Accordingly, English instruction is mostly limited to traditional large- group instruction where grammar is given alight significance while oral skill (speaking) which is the only means for oral communication is neglected.
- Student learn English teaching practices are shaped according to the exams, which are mainly focus on written grammar vocabulary and knowledge of language components rather than speaking it for means of communication to transfer and /or receive meaning.
- There are no opportunities for learners to practice to enhance communicative competence, they face English only in classroom.

Conclusion

This study focused on the advantages of CLT and its implementation problems in L2 classroom in Kindo Halale secondary school at Wolaita area, southern Ethiopia. The study came across low CLT helps L2 learners if it's implemented well, problems concerned with students, teachers and both students and teachers commonly. It used questionnaire, interview and classroom observation checklist to collect data for finding out the results. All collected data through questionnaires were analyzed by tabulation and charged in two percent based on five features of CLT of Nunan (1991). Observation checklist and interview were conjugated with questionnaires which match in idea on discussion. The data was analyzed and interpreted in descriptive method.

There are problems that hinder learner's communicative ability. Such as lack of opportunity to practice language components, interaction in target language is not more practiced, shortage of introducing authentic context in to classroom situation, less participation of the learners, lack of consideration of students, personal experience enhancement, lack of attempt to link classroom language learning with outside activities, other language interference during classroom teaching learning process. Therefore, the study shows the implementation of CLT in teaching speaking was not effective in the selected schools.

Recommendations

- Both teachers' and student's attention should be shifted to CLT in teaching L2 classroom. From this perspective, student oral communicative abilities can be improved more effectively. In case reform would result in positive changes in both teachers and students' motivation towards teaching and learning English through CLT method. If the motivation of both teachers and students once aroused, CLT method would simply be implemented in teaching speaking L2 classroom.
- In the process of effective implementation of CLT in teaching speaking skill in the selected school, special attention should be paid for student's opportunity to practice language components for purpose of oral communication rather than mastering the forms.
- Authentic context and artificial social situations should be created to practice speaking.
- Essential and useful way to implement CLT is to provide in-service training for teachers with opportunities to retrain themselves in CLT method with special manual and have regularly schedule time.
- It is also important and better solution if the school community specially language teachers and language department organize event where English is used such as English-speaking days, singing, writing and reading poems, preparing and reading news, and literature competition

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