



Teacher's Application of the Communicative Language Teaching (CLT) in Teaching Oral Communication Towards Instructional Strategies

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ABSTRACT

The first aim of this descriptive-narrative study is to explore the understandings and attitudes of English teachers of Signal Village National High School regarding adopting Communicative Language Teaching (CLT) in their classroom practices to better understand the appropriateness and effectiveness of Communicative Language Teaching or CLT activities in their classroom teaching practice. The second aim of this research is to investigate and understand the factors that help and hinder secondary teachers' implementation of CLT in their classrooms. The study has employed nine English teachers in the school where the researcher is currently working for 15 years. The research outcomes and recommendations resulting from this dissertation have the potential to help the English teachers of Signal Village National High School enhance English teaching efficacy in the following areas: it may help them to identify the main impacts of CLT in a local context and this research may provide potential suggestions for English teachers to improve their teaching strategies and to improve students' communicative competence. Moreover, insights gained from this research may improve the teaching and learning experiences for both teachers and students of Signal Village National High School, Taguig City. The results of this study might also help both teachers and students change from emphasizing grammar-based translation to a communicative approach, which could motivate secondary students to be more focused on communicative activities and improve students' communicative competence. Lastly, it might assist policy-makers and users to understand the complexity of introducing communicative English teaching into the K to 12 Curriculum

1. INTRODUCTION

1.1 Research Background

Asia has witnessed an unprecedented development of English language education and public interest in learning English in the past few decades. Paradoxically, it has not brought about a remarkable change in the approach to English language teaching, even though Communicative Language Teaching (CLT) has been mandated as a policy decision by central education authorities in many Asian countries. Instead, CLT has experienced a variety of difficulties in Asia's EFL context, and the official espousal of CLT in Asia has virtually very little effect at the classroom level. As delineated in previous sections, a host of contextual factors have contributed to the unsuccessful implementation of CLT in Asia — educational, cultural, economic, and social — arising in the transfer of CLT from the ESL context to Asia's EFL context.

On the other hand, as an international language, English is used to communicate information in science and technology.

Moreover, English is also very important in the education and business world. English has been the first foreign language taught formally in Indonesia for years. In the context of Filipinos as second language learners, English is only used for communication in education, science, technology, trade, and politics. One of the other foremost goals of this curriculum is to build and develop students' communicative competence which includes reading, writing, speaking, and listening skills in higher educational institutions. In addition, this curriculum indicates that the most significant in learning and teaching a new language is emphasizing communicative skills rather than grammar rules. As a result, oral communication skills were adopted into the curriculum of the department able to achieve higher learning proficiency for secondary students.

The indicators of the learning process of these competition standards and basic competency are that the students can: 1) Show how to do something, 2) Give orders and inquire about information, and 3) Give instructions to do something.

Communicative Language Teaching (CLT) or the "communicative approach" is an approach to the teaching of

second and foreign languages that emphasizes interaction as both the means and the ultimate goal of learning a language. This approach aims to enable students to read and appreciate foreign languages. The “communicative method to the teaching of foreign languages” emphasizes learning a language through genuine communication.

This study has explored teachers’ application of CLT in teaching communication arts by the English teachers of Signal Village National High School. It investigates factors that promote or hinder EFL teachers’ implementation of this teaching approach in higher educational institutions’ English classrooms. It also examines the syllabi that influence them in teaching the communicative English language.

It is expected that this study shall also provide a range of practical recommendations for the educators and policy-makers to further improve the implementation of CLT and to help ensure the success in implementing this approach to their respected students of Signal Village National High School this school year 2019-2020.

1.2 Literature Review

Communicative Language Teaching (CLT) is categorized as a broad approach to foreign language teaching rather than a teaching method with an apparent and defined record of classroom practices [1]. As a movement, It is described as “activities where practice in using language within a real communicative context is the focus, where real information is exchanged, and where the language used is not predictable” [2]. Richards and Rogers [3] suggested that the CLT approach is beneficial since it focuses on the development of the four skills on which language and communication depend; this approach aims at fostering EFL learners’ competence in communication. Therefore, in CLT, learners are encouraged to be more confident about following their peers’ steps in improving their speaking skills. On the other hand, teachers play the role of monitors and facilitators of the learning process instead of models of correct, error-free speech [3].

1.3 Research Objective

Specifically, this study aimed to answer the following questions:

1. What are the secondary English teachers’ interpretations of Communicative Language Teaching (CLT) in the Philippine context?
2. How do they implement it in their classrooms?
3. How do they evaluate the value of CLT in their teaching?
4. What are the challenges met by English teachers in applying CLT in their repertoire of teaching approaches?
5. What is the effect of CLT on students’ communicative proficiency?
6. Based on the findings of the study, what instructional strategies can be developed to enhance the communicative proficiency of the students?

2. METHODOLOGIES

This is a qualitative study using the Robert Yin method to achieve the set objectives and be able to provide answers to the problems stated. This method of study is especially useful for trying to test theoretical models by using them in real-world situations. It is an in-depth study of a phenomenon, like a person, group, or

situation. The phenomenon is studied in detail, cases are analyzed, and solutions or interpretations are presented. It can provide a deeper understanding of a complex topic or assist a person in gaining experience in a certain historical situation.

A case study does not involve statistical hypothesis testing. The method has been criticized as being unreliable, too general, and open to bias. To avoid some of these problems, studies should be carefully planned and implemented. Robert Yin [4] suggests the following six steps for case studies to ensure the best possible outcome:

1. Determine the research question and carefully define it. The research question for case studies generally starts with a “How” or “Why.”
2. Choose the cases and state how data is to be gathered and which techniques for analysis you’ll be using. Well-designed studies consider all available options for cases and for ways to analyze those cases. Multiple sources and data analysis methods are recommended.
3. Prepare to collect the data. Consider how you will deal with large sets of data to avoid becoming overwhelmed once the study is underway.
4. Formulate good questions and anticipate how you will interpret answers. multiple collection methods will strengthen the study.
5. Collect the data in the field and analyze the data.

Prepare the report by following the important procedures as follows:

2.1 Start composing early in the analytical process.

After the literature has been reviewed and the case study has been designed, two sections of a case study report can be drafted: the bibliography and the methodological sections. The bibliography can always be augmented later with new citations if necessary. A third section is the preliminary literature review and how it led to or complemented your research questions and the propositions being studied. After data collection, but before analysis begins, a fourth section that can be composed covers the descriptive data about the case being studied. Whereas the methodological section should have included the issues regarding the selection of the cases, the descriptive data should cover qualitative and quantitative information about the cases.

2.2 Case Identities: Real or Anonymous.

Anonymity issues can be raised at two levels: that of an entire case (or cases) and that of a person. The most desirable option is to disclose the identities of both the case and the individuals. This makes the case easier to review. Nevertheless, anonymity is necessary on some occasions for instance when a case study has been on a controversial topic.

2.3 Reviewing the Draft Case Study: a validating procedure.

The procedure is to have the draft reviewed, not just by peers (as would be done for any research manuscript) but also by participants and informants in the case. From a methodological standpoint, the corrections made through this process will enhance the accuracy of the case study, hence increasing the construct validity of the study.

3. RESULT AND DISCUSSION

The following discussions of results are anchored on the research questions:

Problem No. 1

What are the secondary English Teacher's interpretations of CLT in the Philippine context?

Participant	Responses
1	"I must communicate to convey information and change ideas to see how you can solve what you want and be satisfied with what we are going to solve. Communication is very useful nowadays we can make this to have a better relationship with others and to understand each other."
2	"I do believe that communication is the only way or key to open the secret of a better life. Good communication leads to clarity. Better communication leads to a good and lasting relationship. Communication is very vital say for example in a relationship to be open to each other and to remove doubts. Communication serves as a bridge which connects every people to understand each other to listen to their thoughts and perception."
3	"I, as a human user communicate because it is the only way that you can express your thoughts and ideas that also can share your feelings towards the person you are talking, some other day we lack confidence in communicating not all the time we can easily talk to them because there are times that we cannot share our ideas because we don't have enough confidence to face our fear, some can communicate well and some is not because of their environment or where they grow up it depends on where they came from. each one of us is different in communicating with other people."
4	<p>Yes. Both. depending upon the context of the learners. Both but more on fluency as long as they communicate their ideas confidently (students)</p> <p>Classroom activities guided by the communicative approach are characterized by trying to produce meaningful and real communication, at all levels. As a result, there may be more emphasis on skills than systems, lessons are more learner-centered, and there may be the use of authentic materials.</p> <p>One of the first things that we need to do is create meaningful communication opportunities. This is often the fun part as the opportunities can involve things we ALL like to do and learn about. To get started with creating communication opportunities, there must be a mindset of presumed competence. This is often more true for this group of learners than any others."</p>
5	<p>Yes, to provide the opportunity for students to speak and think in English</p> <ul style="list-style-type: none"> -To build students' confidence in speaking -exposure to language allows familiarity <p>Practicing question forms by asking learners to find out personal information about their colleagues is an example of the communicative approach, as it involves meaningful communication</p>
6	"The communication opportunity must be meaningful to the learner– Believe it or not, this is often hardest to do, because what is meaningful to the learner might not at all make sense to you. However, it is really important to be effective. 'Older learners' tend not to do things just because you want them to, or if they do, they do not put in all that much effort. So, think about what is meaningful to the learner. Just as 'older' varies in age and level, so does what is meaningful.
7	<p>Facilitating Communication</p> <p>Activities through interaction</p>
8	<p>authentic into the learning situation learner-centered approach</p> <p>communicate in the target language.</p> <p>The communication opportunity must be authentic – Set up 'real' ways for the opportunity to be available to the learner. Make the situation and materials fit the opportunity</p>
9	I think traditional teachers are used to their grammar-based method of teaching

Problem No. 2: How do they implement CLT in their classrooms?

Participant	Direct Response
1	Classroom goals are focused upon all the components of communicative competence; they are not restricted to grammatical or linguistic competence.
2	Yes, to provide an opportunity for students to speak and think English; -To build students' confidence in speaking - exposure to language allows familiarity.
3	Promote collaboration, fluency, and comfortableness in the TL, active conversation and creative, unpredicted responsesLT teachers choose classroom activities based on what they believe is going to be most effective for students developing communicative abilities in the target language (TL).
4	Challenges in Using CLT in the In the Classroom Barriers of Communication - The teacher has two main roles: the first role is to facilitate the communication process between all participants in the classroom and between these participants and the various activities and texts. The second role is to act as an independent participant within the learning-teaching group. The latter role is closely related to the objectives of the first role and arises from it.
5	Meaningful Engagement for Communication Fluency and Accuracy Students can be more confident they can also have the opportunity to speak to others in English without worry or hesitation.
6	Meaningful Engagement for Communication Fluency and Accuracy; Speaking with confidence For developing communication skills; teaching communicative and grammatical competence among college students
7	Practice, practice, practice... Training so that KSA will also be updated
8	Yes, in my class, I make the class do worksheets and then let them discuss them.
9	Use of audio-visual aids and authentic material (cue cards, newspaper cuttings, symbols, charts, etc.) CLT principle- 'to learn it, do it is followed. Pupils' errors are tolerated Teacher as a guide, participant, and motivator. Judicious use of the mother tongue by the pupils. Creating different real-life situations or simulations makes them good speakers of the language.

Problem No. 3 How do they evaluate the value of CLT in their teaching?

Participant	Direct Response
1	Language teaching techniques are designed to engage learners in the pragmatic, authentic, and functional use of language for meaningful purposes. Linguistic structures do not represent the central focus but rather aspects of language which enable the learner to accomplish those purposes.
2	Yes, to provide an opportunity for students to speak and think English; -To build students' confidence in speaking - exposure to language allows familiarity.
3	Promote collaboration, fluency, and comfortableness in the TL, active conversation, and creativeness
4	Challenges in Using CLT in the In the Classroom Barriers of Communication - The teacher has two main roles: the first role is to facilitate the communication process between all participants in the classroom and between these participants and the various activities and texts. The second role is to act as an independent participant within the learning-teaching group.
5	Fluency and Accuracy Students can be more confident they can also have the opportunity to speak to others in English without worry or hesitation.
6	Meaningful Engagement for Communication Fluency and Accuracy; Speaking with confidence For developing communication skills; teaching communicative and grammatical competence among college students
7	The teacher is responsible for creating an environment that allows students to learn and grow Motivator/ counsellor. Yes, it may make the students more confident to speak in English
8	Yes, in my class, I make the class do worksheets and then let them discuss them.
9	Use of audio-visual aids and authentic material (cue cards, newspaper cuttings, symbols, charts, etc.) CLT principle- 'to learn it, do it is followed. Pupils' errors are tolerated. Teacher as a guide, participant, and motivator.

Problem No. 4f *What are the challenges met by English teachers in applying CLT in their repertoire of teaching approaches?*

Participants	Direct Responses
1	Students may lack opportunities that allow them to practice oral communication with each other. One teacher suggested that she was unable to use CLT activities in the classroom because these activities help students acquire proficiency instead of practicing grammar and sentence structure.
2	Students are used to memorizing paragraphs and textbook exercises when they prepare for their tests. Such practices hinder the improvement of their speaking proficiency
3	Some EFL students have had bad experiences when trying to learn the English language because of a lack of effective implementation of learning strategies and activities in the classroom. These bad experiences often lead them to form negative viewpoints about the possibility of learning the English language which take a lot of time to overcome
4	The K to 12 learners encounter difficulties in acquiring speaking and writing skills since they communicate in the Filipino language everywhere.
5	K to 12 learners of English hesitate to speak English due to their lack of exposure to real-life situations. Such situations would allow them to use the target language for communication and voicing their opinions. In addition, teachers asserted that students can improve vocabulary learning and grammar mastery by relying on memorization, although they may face other difficulties in acquiring the English language.
6	participation in the classroom has often been limited to one or two sentences as a response to their teacher's questions. Owing to social and psychological reasons, students feel stressed and nervous to speak English in the classroom, which tends to make them opt for silence
7	EFL students are neglected in speaking sessions when they feel too shy or nervous to speak in front of their classmates. Moreover, teachers may not have enough time to motivate them to speak.

Problem 5. *What is the effect of CLT on students' communicative proficiency?*

Participants	The implication of Teaching Practice
1	In the communicative classroom, students ultimately have to use the language, productively and receptively, in unrehearsed contexts. So teachers must be innovative in thinking about relevant activities; motivating and engaging the students.
2	Promote collaboration, fluency, and comfortableness in the TL active conversation and creative, unpredicted responses. Language learners in environments utilizing CLT techniques learn and practice the target language through interaction with one another and the instructor, study "authentic texts" (those written in the target language for purposes other than language learning), and use the language in class combined with the use of the language outside of class.
3	CLT teachers provide an opportunity for students to speak and think English; -To build students' confidence in speaking -exposure to language allows familiarity.
4	Meaningful Engagement for Communication Fluency and Accuracy; Speaking with confidence For developing communication skills; teaching communicative and grammatical competence among college students
5	Utilizing Methods of Teaching Planning Lessons. It concentrates on the following: Interactions: using language to communicate, Tasks: using language to perform meaningful tasks Learner: putting the learner's interests, and needs in the forefront. Learners' interaction is very important
6	Promote collaboration, fluency, and comfortableness in the TL, active conversation and creative, unpredicted responsesLT teachers choose classroom activities based on what they believe is going to be most effective for students developing communicative abilities in the target language (TL).
7	Promote collaboration, fluency, and comfortableness in the TL, active conversation and creative, unpredicted responsesLT teachers choose classroom activities based on what they believe is going to be most effective for students developing communicative abilities in the target language (TL). Challenges in Using CLT in the In the Classroom Barriers of Communication
8	Facilitate communication through giving language tasks and situations that may allow the production of language communication in an authentic setting
9	Learning is a process of creative construction and therefore, involves trial and error. Using authenticity in the learning situation

Problem 6. *Based on the findings of the study, what instructional strategies can be developed to enhance the communicative proficiency of the students?*

Communicative activities are important to stimulate students' communication with each other in English class, and these activities should be arranged from easy to more complex based on the level of the students. Moreover, teachers should provide

their students with constant scaffolding and feedback for each activity they are involved in Ref.[5,6]. English is a mandatory subject that must be taught in any educational curriculum at the K to 12 secondary level curriculum. Although activity-based curricula are implemented in universities for students to practice oral communication inside and outside the classroom, many researchers have concluded that students need more practice to better their performance [7,8].

Interview Communicative activities include interviews that play an important role in developing students' fluency. Students can choose topics that they are familiar with and then conduct interviews with various people. Conducting interviews allows students to practice speaking with others and makes them more sociable [9]. The interview can be very successful if the interviewer is skillful enough to ask the right questions, insist on meaningful answers, interpret the interviewee's answers correctly, and engage in a meaningful and fruitful discussion with the interviewee.

Problem-solving. Another intriguing activity that can improve students' oral communication is problem-solving. Students can be given a problem or an issue and some information to help them fully understand the problem. Then, they are asked to find a suitable resolution to the problem [3].

Role-Playing Role play is an effective communicative activity that can be used to enhance students' speaking ability through creating real-life situations in a conversation form [10]. Tompkins [11] identified the role to play as a teaching procedure that encourages students' participation in the learning process. Thus, students can overcome shyness and speaking anxiety through intensive practice in creating scenarios about real-life situations.

Group work- Group work is a collaborative activity. Its purpose is to foster communication in the TL, in a larger group setting. Students can feel overwhelmed in language classes, but this activity can take that feeling away. Students are asked to focus on one piece of information only, which increases their comprehension of that information. Better comprehension leads to better communication with the rest of the group, which improves students' communicative abilities in the TL.

Information Gap An information gap activity is an activity where learners are missing information, they need to complete a task and need to talk to each other to find it. *Example:* Learner A has a biography of a famous person with all the place names missing, whilst Learner B has the same text with all the dates missing. Together they can complete the text by asking each other questions. *Info-gap decision theory* is a non-probabilistic decision theory that seeks to optimize robustness to failure – or opportuneness for a windfall – under severe uncertainty, in particular by applying sensitivity analysis to modeling assumptions. It has some connections with minimax; some authors distinguish them, and others consider them instances of the same principle.

It has been developed since the 1980s by Yakov Ben-Haim and has found many applications. It is described as a theory for decision-making under "severe uncertainty", but has been criticized as unsuited for this purpose, and alternatives proposed, including such classical approaches as robust optimization. In Information Gap activities, each student has information that the other student(s) don't have. The

objective is for students to ask questions to find out what they can from the other(s). Information Gap is a collaborative activity, the purpose is for students to effectively obtain information that was previously unknown to them, in the TL.

Opinion sharing is a content-based activity, the purpose is to engage students' conversational skills while talking about something they care about.^[15] Opinion sharing is a great way to get more introverted students to open up and share their opinions. If a student has a strong opinion about a certain topic, then they will speak up and share.

Scavenger hunt A scavenger hunt is a mingling activity that promotes open interaction between students. Since this activity is not as structured as some of the others, instructors need to add structure. If certain vocabulary should be used in students' conversations, or a certain grammar is necessary to complete the activity, then instructors should incorporate that into the scavenger hunt.

Pair work is learners working together in pairs. One of the main motivations to encourage pair work in the English language classroom is to increase the opportunities for learners to use English in the class. For example, the learners are answering comprehension questions in pairs after reading a text. This allows them to compare answers, and clarify problems together using English. *The difficulties of pair work:* There's a price to pay for the productivity gain offered by pair work, however. It presents several difficulties and it's important to be prepared for them and to know how to alleviate them.

(1) *High noise level:*

If pair work is successful, it's noisy. I don't think there's any way of avoiding this problem in a classroom.

(2) *Furniture*

The best furniture for an ESL classroom is small, light tables, and simple, light chairs; these can easily be rearranged for pair work.

(3) *Partners with no information to offer*

Since information exchange is essential to pair work, if one student in a group has no information to exchange, the activity will fail. When pair work is preceded by an 'information-acquiring activity'.

4. CONCLUSION

In light of the findings, the researcher concludes that (1) 1. In Communicative Language Teaching, pairing and grouping are essential to creating a communicative environment. They are encouraged to speak up their minds; thus, allowing them to speak freely from experience; (2). To encourage and motivate learners in the Communicative Teaching Language, the teacher, as a facilitator must develop or create a caring environment accepting differences and diversity of culture, attitudes, growing up in the environment, and immediate society of the learners. In this manner, even the most ashamed learner participates; (3) The rationale of the CLT approach is that the teacher should act as a facilitator to create a student-centered classroom and engage learners in authentic-like and meaningful communications to increase comprehensible language input for learners and expect them to generate more output. Teachers, therefore, need to design learning tasks with clear objectives and consider what learning tasks or materials are to benefit students' acquisition of both the

target linguistic and pragmatic knowledge; (4) Communicative language teaching syllabus organizes the teaching according to the notional and functional categories of language rather than according to its structures. It concentrates on the following: Interactions: using language to communicate, Tasks: using language to perform meaningful tasks; and, Learner: putting the learner's interests, and needs in the forefront; (5) For innovative simulation of situations, the participants have underscored the use of authentic learning situations which is typically a learner-centered approach. Its emphasis is on communication through interaction in a true-life setting. The teacher must strive to provide opportunities for students to communicate in the target language by learning the process of how language is produced; (6) A major principle underlying this approach is its emphasis on learners' needs and interests. This implies that every teacher should modify the syllabus to fit the needs of the learners. The requirements are difficult. Not all classrooms can allow for group work activities and teaching aids and materials[(7) Communicative language teaching curriculum organizes the teaching according to the notional and functional categories of language rather than according to its structures. It concentrates on the following: Interactions: using language to communicate; Tasks: using language to perform meaningful tasks; Putting the learner's interests, and needs in the forefront; and lack of exposure to authentic language teaching.

RECOMMENDATION

Because of the foregoing conclusions, the following are the researcher's recommendations:

- 1) The school may conduct intensive training for teachers on the proper implementation of Communicative Language Teaching.
- 2) The possibility of having a course across programs to ensure that students shall experience communicative language application prepares them better for On-the-job-trainings and the field of work afterward.
- 3) The English Cluster particularly those engaged in module-writing may revisit the curriculum and consider the conclusions of this study.
- 4) The DepEd may promote or offer short programs intended for the training of Communicative Language Development.
- 5) The school may declare a day or two to begin with, when students, faculty, and all employees shall speak English all over the campus; regardless of topics or anything, just use English for the entire day.

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