Using of CLT Strategies for Development of Students' Communicative Abilities

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Abstract: *English is the most widely used official language in the world. Speaking is one of the four language abilities, which is crucial in the context of international communication. Communicative Language Teaching (CLT) is a teaching approach emphasizing the significance of real communication for learning. Teachers ought to prepare a great deal of interactive activities in the classroom in order to provide an environment of English practice to the students. Hughes (2002) states that when teaching speaking, there are two primary factors to consider: Fluency and Accuracy.*

Introduction

Globalization has made a profound effect on every aspect of global human civilization. It is commonly acknowledged that English is the most widely used official language globally. It is essential to acquire a second language for the purpose of daily interactions and professional development. People from every corner of the world learn English, which is considered to be the worldwide language. In order to make sure that English is learned comprehensively it is imperative to utilize instruction at all educational levels. It is imperative for all individuals to acquire English as a second language, particularly in terms of speaking. Speaking is one of the four language abilities, which is crucial in the context of international communication.

Teachers choose from a variety of approaches that align with learner-centered teaching practices and the characteristics of their students. It has been determined by numerous researchers that the Communicating Language Teaching technique is best suited for teaching Foreign Languages (FLT) in the classroom through interactive activities. According to Toro et al. (2018), the CLT strategy emphasizes communication and engagement above memorization in order to promote learning. This method gives students plenty of chances to practice speaking English in the classroom, where professors primarily employ techniques and material sources.

Communicative Abilities/Speaking

The ability to communicate through organized verbal utterances is known as speaking or communicative abilities. It is well acknowledged that using words to communicate in the target language is necessary. Others, however, brought up the point that while engaging and expressing one's own thoughts, nonverbal cues like gestures are equally important.

Hughes (2002) states that when teaching speaking, there are two primary factors to consider:

- Fluency: attempting to keep a conversation moving at a steady pace requires fluency. Fluency is the ability to communicate ideas clearly and spontaneously without concern for errors.

- Accuracy: Another crucial component of training speaking is accuracy. According to Hughes (2002), this feature is divided into three smaller categories: vocabulary, pronunciation, and grammar. Understanding and being understood are the two most important goals of communication.

In order to help students feel comfortable creating the language, teachers should provide them with a suitable exposure.

A number of methods and exercises were suggested by Harmer (2007) to teach speaking. The use of questions and answers, as well as mingled/cocktails methods, in pair work and information gap activities, for example, facilitates the interaction between learners and makes skill instruction possible.

Speaking abilities, however, must be thoroughly comprehended in order to be used in the teaching-learning process. Teachers can use a variety of exercises to help students get better at this ability. As previously noted

by Hughes (2002) and Harmer (2007), educators need to be aware of the two speaking lesson goals they have: accuracy and fluency. A lesson aiming to attain precision in the language that students generate ought to take into account certain factors, such as the application of intricate or basic grammatical structures, word pronunciation, and language tone. If fluency is the lesson's main focus, then different criteria need to be applied. For example, the instructor should concentrate on tempo, number of repetitions, repairs, silent pauses, coherence, and cohesiveness.

Communicative Approach/Communicative Language Teaching (CLT)

As an innovation from the Audio-Lingual method, which recognized the need to go beyond grammatical structures, the Communicative Approach, also known as Communicative Language Teaching (CLT), is a teaching approach that emphasizes the significance of real communication for learning. It originated in Europe and the USA in the 1970s. There are numerous ways to specify the CLT strategy, including content-based, task-based, project-based, and so on. In this framework, both teachers and students play roles; by actively participating, students take center stage in the process, while the instructor serves as a facilitator and guide (Richards, 2006).

The concept of communicative competence, or the ability to use language appropriately to accomplish communication goals, was first introduced by Hymes in 1971. After that, it was appropriately adjusted and used in many educational settings. This well-known method addresses four different categories of language proficiency: discourse (ability to connect ideas to achieve union and rationality), sociolinguistic (degree to which articulations can be appropriately utilized or obtained), linguistic (syntactic fitness or exactness), and strategic (ability to use methodologies to deal with language information restrictions).

According to Brown (2001), one of the main goals of communicative language coaching is to help language learners become more informative. The best ways to achieve these goals are to place a strong emphasis on language use, familiarity, and accuracy. In English language preparation programs, the idea of communication skill is the focal point of language acquisition. It encourages an expansion of the subject matter and types of exercises taught in language classrooms.

The Communicative Approach, thus, places emphasis on the development of communicative competence, defined as "the overall underlying knowledge and ability for language use which the speaker-listener possesses" (Brumfit and Johnson, 1979). According to Littewood (1981), students are inspired to "consider language not only in terms of its structures (grammar and vocabulary), but also in terms of the communicative functions that it performs" using communicative teaching method. There are possibilities for students to use the language in authentic, everyday communication contexts.

CLT Classroom Activities and Authentic Materials/Sources

Richards (2006) offered two process-based methodologies: task-based instruction (TBI) and content-based instruction (CBI) in order to accomplish the goal of communicative language education. The CBI methodology facilitates the development of various language abilities and supports language learning through the use of content. In TBI, learners are given opportunities to participate in meaningful tasks through the utilization of both pedagogical and real-world assignments.

For the purpose of communicating with one another whenever learning a second language, students require an interactive setting. Therefore, educators should set the scene and plan a wide variety of interactive and active learning activities for their students. According to Toro et al. (2018), students' communication competence grows in the classroom through the use of activities including interaction, meaning negotiation, and sharing of knowledge.

In order to enhance their English speaking abilities and other language learning skills, students require classroom communication activities. Encouraging students to participate in class activities and share their opinions and thoughts is a crucial aspect of facilitating communication among students. Therefore, teachers ought to prepare a great deal of interactive activities in the classroom in order to provide an environment of English practice to the students.

There are many activities are designed to help students become more proficient communicators by utilizing communicative processes like engagement, meaning negotiation, and exchange of information. According to

Richards and Rodgers (2014), games, role plays, simulations, and task-based communication activities are also required to assist classes that use the Communicative Language Teaching strategy. In the same way, Colker (2007) believes that when students have the opportunity to use their senses—to see, hear, touch, move, explore, smell, and even taste—they learn more effectively. She thinks that when students interact directly with the material, they learn more effectively.

Activities Focusing on Fluency and Accuracy

As stated by Richards (2006), one of the objectives of CLT is to improve language proficiency. Fluency is the spontaneous use of language that results from a speaker's meaningful engagement and continuous, understandable communication in spite of communicative competence inadequacies. By designing activities for the classroom that require students to negotiate meaning, employ communication techniques, clear up misunderstandings, and strive to prevent communication breakdowns, teachers can help students enhance their fluency.

Accuracy practice, which concentrates on providing instances of proper language use, can be contrasted with fluency practice. Here's a summary of the differences between accuracy-focused and fluency-focused activities:

Table 1: Activities Focusing on Fluency and Accuracy

Activities Focusing on Fluency	Activities Focusing on Accuracy
Reflect natural use of language	Reflect classroom use of language
Focus on achieving communication	Focus on the formation of correct examples of language
Require meaningful use of language	Practice language out of context
Require the use of communication strategies	Practice small samples of language
Produce language that may not be predictable	Do not require meaningful communication
Seek to link language use to context	Control choice of language

Source: Jack C. Richards (2006)

Table 2: Suggested Activities/Tasks for Fluency and Accuracy

Suggested Tasks for Fluency	Suggested Tasks for Accuracy
A group of mixed-language students participate in a role-playing exercise where they are required to assume predetermined personas and roles that are handed to them on cue cards. In an accident involving two cars, these roles involve the drivers, bystanders, and police. The kids completely invent the language, but with certain limitations imposed by the predetermined scenario and characters.	Students are practicing on their conversation skills. There are instances of decreasing intonation in Wh-questions in the dialogs. Groups of three students make up the class; two of them practice the conversation, while the third person serves as the monitor. When required, the monitor corrects the others after ensuring that they are speaking in the proper intonation pattern. The pupils take turns being the monitors and the ones reading the dialogue. The instructor walks about listening to the groups and making any necessary grammatical corrections.
A student and the teacher role-play a dialogue in which a consumer returns an erroneous item she bought to a department shop. The salesperson inquires about the issue and makes a pledge to either replace the item or obtain a refund for the client. Students now attempt, in groups, to reenact the dialogue using whatever language items they like. They are expected to reconstruct the event while maintaining the general idea, if not the precise words. Afterwards, they perform their dialogues for the class.	Students work in groups of three or four to perform an exercise on a grammatical topic that the teacher has already covered and rehearsed as a whole class, such as selecting between the past tense and the present perfect. Students finish the task by deciding which grammatical form is correct together. Each group reads out their response in turn.

Source: Jack C. Richards (2006)

Considering the suggested activities or tasks of Richards, it was advised that teachers employ a balance of accuracy and fluency exercises, as well as accuracy exercises to enhance fluency exercises. Work on accuracy may be done either before or after fluency work. For instance, the teacher might offer accuracy work to address grammatical or pronunciation issues they noticed during a fluency exercise, based on how well the students performed on it. At this point, dialogs, grammar exercises, and pronunciation drills were

still frequently included in textbooks and other educational resources; however, they were now included in a series of tasks that alternated between accuracy and fluency exercises.

It is very clear that interaction is the significant component of Communicative Language Teaching (CLT). Interactive assignments help students share their ideas and acquire knowledge from others. In the classroom, interactive resources have an immense effect on how well students learn. According to Toro et al. (2018), selecting relevant resources promotes meaningful interaction among students.

Furthermore, there may some situations where the lessons are inappropriate for the learners' context, which reduces the efficiency of both teaching and learning. For such type of instances, institutions and instructors must provide adequate teaching/learning resources in order to use CLT effectively. Thus, the administration of schools and colleges should assist instructors in providing opportunities for English communication by creating curricula that are appropriate for students. In order for students to learn and practice the planned tasks in a comfortable way, the classroom should also include appropriate and related equipment in addition to teaching materials and sources.

Conclusion

Hence, it is commonly acknowledged that English is the most widely used official language. It is imperative for all individuals to acquire English as a second language, particularly in terms of speaking. Speaking is one of the four language abilities, which is crucial in the context of international communication. Communicative Approach, also known as Communicative Language Teaching (CLT), is a teaching approach that emphasizes the significance of real communication for learning. One of the main goals of communicative language coaching is to help language learners become more informative. Students require classroom communication activities in order to enhance their English speaking abilities and other language learning skills. Thus, teachers ought to prepare a great deal of interactive activities in the classroom in order to provide an environment of English practice to the students.

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