

ENHANCING LANGUAGE PROFICIENCY: THE BENEFITS OF IMPLEMENTING COMMUNICATIVE LANGUAGE TEACHING STRATEGIES IN THE ENGLISH CLASSROOM

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Abstract. English is far one of the most spoken languages in the world. For this reason, developing the Speaking skill has become a vital way to communicate among people whose native language is not English. Most of the time, new language learners are afraid to express their thoughts by speaking because they are afraid to make intonation mistakes or mispronounce a word or phrase. The CLT is an approach that makes the learners use the language in real-life situations. It is focused on the interaction among students that produce speech or conversation for most of the classroom time using the target language. It enhances communication through different techniques. Communicative Language Teaching (CLT) has gained traction as an effective strategy for English language instruction, aiming to develop students' oral proficiency, fluency, and confidence in real-world communication. This article explores the principles, strategies, and best practices associated with implementing CLT in the English language classroom.

Key words: ESL classrooms, Communicate, Speaking Skills, CLT.

ПОВЫШЕНИЕ УРОВНЯ ВЛАДЕНИЯ ЯЗЫКОМ: ПРЕИМУЩЕСТВА ВНЕДРЕНИЯ КОММУНИКАТИВНЫХ СТРАТЕГИЙ ПРЕПОДАВАНИЯ ЯЗЫКА В КЛАССЕ АНГЛИЙСКОГО ЯЗЫКА

Аннотация. Английский на сегодняшний день является одним из самых распространенных языков в мире. По этой причине развитие навыка разговорной речи стало жизненно важным способом общения среди людей, чей родной язык не является английским. Большую часть времени изучающие новый язык боятся выразить свои мысли в устной речи, потому что боятся допустить интонационные ошибки или неправильно произнести слово или фразу. CLT – это подход, который заставляет учащихся использовать язык в реальных жизненных ситуациях. Он ориентирован на взаимодействие между учащимися, которые большую часть классного времени произносят речь или беседу, используя изучаемый язык. Это улучшает общение с помощью различных методов. Преподавание коммуникативного языка (CLT) приобрело популярность как эффективная стратегия обучения английскому языку, направленная на развитие у учащихся устной речи, беглости речи и уверенности в реальном общении. В этой статье исследуются принципы, стратегии и передовой опыт, связанные с внедрением CLT на уроках английского языка.

Ключевые слова: классы ESL, общение, разговорные навыки, CLT.

Introduction

CLT is a teaching method that emphasizes the development of speaking skills through interactive activities. Brown (2007) identified four key characteristics of CLT, including classroom

goals, using language for meaningful purposes, balancing fluency and accuracy, and using language in both productive and receptive ways. The approach gained popularity due to its focus on communicative competence and prioritizing communication over language mastery. Teachers play a central role in facilitating genuine communication and guiding learners. Harmer (1982) described CLT as an umbrella term for learning sequences aimed at improving communication abilities. It provides learners with meaningful communicative experiences and focuses on various communication techniques. McCarthy & Carter (2006) outlined activities geared towards developing fluency and accuracy, with fluency activities emphasizing natural language use and meaningful communication, while accuracy activities focus on correct language usage and practice out of context.

Communicative Language Teaching

Communicative Language Teaching techniques offer a wide range of methods that help teachers develop students' English speaking skills through interactive activities, such as games, role-plays, and problem-solving tasks. The goal is to expose students to the target language in both formal and informal settings, promoting meaningful communication and authenticity in real-life situations (Thomson, 1996). This study aims to explore and apply effective techniques, including interviews, strip stories, and role-plays, to enhance students' fluency and language acquisition. Throughout the school year, students engaged in various activities designed to improve their speaking abilities. For instance, interviews exposed them to vocabulary related to daily activities and hobbies, while strip stories emphasized grammatical forms and appropriate vocabulary to promote fluency. Additionally, students wrote and performed their own dialogues in role-plays, focusing on fluency, intonation, and correct pronunciation in all activities.

Teaching Strategies for Speaking Skills

According to (Brown, 2001), there are several teaching strategies and activities that can be used to enhance the speaking skill of learners. These include role-plays, discussions, debates, and oral presentations. Role plays allow students to simulate real-life conversations and situations, while discussions and debates encourage critical thinking and argumentation. Oral presentations help students in organizing their thoughts and speaking in front of an audience.

In addition, (Ur, 1981) suggests that teachers can also use communicative activities such as information gaps, jigsaw activities, and problem-solving tasks to promote oral interaction in the classroom. These activities require students to convey information, exchange ideas, and negotiate meaning with their peers, thus developing their speaking abilities in a meaningful context.

Furthermore, (Thornbury, 2005) emphasizes that providing students with ample opportunities for meaningful and authentic communication is crucial for the development of their speaking skills. Therefore, incorporating pair work, group work, and communicative games in the classroom can create a conducive environment for students to practice and improve their oral proficiency.

It is important to mention that speaking is a fundamental skill in language learning and teaching. It is important for teachers to employ various strategies and activities to facilitate the development of students' speaking abilities. Through effective teaching and ample practice, learners can become confident and proficient communicators in the target language.

Strip stories, for example utilize real-life objects and visual aids to develop speaking skills by describing images. Learners can use photographs to tell stories, activating their previous vocabulary and preparing them for new vocabulary and grammar structures. Collaborative work activities are used to foster creativity and imagination, as well as speaking skills. It is recommended that the teacher encourages student participation and directs them toward desired learning outcomes while using Picture Strip Stories for CLT. Another method involves breaking down a story sentence by sentence and distributing the sentences to students for them to reconstruct the story orally.

Moreover, role plays involve students interacting with each other to simulate real-life situations, allowing for cooperative learning without pressure. This technique allows for a more student-centered approach and helps students develop their speaking skills through simulating various scenarios. Additionally, structured group work can lead to positive interdependence, individual accountability, and appropriate use of teamwork and interpersonal skills.

Speaking is a communication ability that enables people to impart knowledge about a particular subject. As stated by Chaney, A.L. and Burk, T.L. (1998), it is the process of creating and conveying meaning in various circumstances through the use of verbal and nonverbal symbols. It is a crucial component of language learning, and it undoubtedly helps the student succeed in their language learning endeavors. The primary objective of speaking skill development is to employ the language as opposed to memorization and repetition. Students build their concepts and articulate them in phrases. One of the issues raised by this research is that students struggle to express themselves in the L2. According to Sikapang (1993), one of the biggest barriers to students' mastery of English speaking is their inability to practice speaking the language in the classroom. Speaking ability is broken down into:

The Ability to Produce

"Speaking is a productive skill that involves many components, such as grammar, strategy, sociolinguistics, and discourse," as stated by Chanstain (1988). Speaking is, as we all know, one of the key objectives in the teaching-learning process. It permits the learner to develop and use the language effectively, reason why this research will be focused on the oral aspect.

The Importance of Speaking

"Speaking is an interactive process constructing meaning that involves producing, receiving, and processing," according to Philips (2007). Speaking is obviously necessary in all situations, whether they are informal or formal; in a regular or business meeting, speaking is the most effective way to communicate. Every kind of learner uses speech to express their ideas and opinions. Furthermore, according to Gardner (1972), a learner's motivation for language study is based on his attitude and level of identification with the process of learning a foreign language as a whole.

Conclusion

All things considered, it can be said that using the CLT approach makes it possible to attain good learning in terms of performance, with 100% and 39.43% marking exceptional performance—a need that was absent from a single case during the first phase. The pronunciation indicator uses a sample of 23 students, or 100% of the sample, of whom 86.95% fall into the average or above it, indicating that the method used in the indicator is best suited for these students.

Twenty students—representing an 86.95% percentage—performed successfully in Vocabulary using the English technique, yielding the anticipated results.

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