The Effects of Community Language Teaching (CLT) in Students' Oral Discourse

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Abstract

The main aim of the study is to analyze the implementation of Communicative Language Teaching Approach in the Second Language Acquisition by instructors to enhance students' oral discourse. The participants are school learners who have various learning style. The data is collected, and some questionnaires are given to the English learners. During investigation, learning styles, observations and questionnaires are focused to reflect the study. The results obtained throughout this study disclose that group work, pair work and discussion are the prime strategies to get students engaged to develop communicative competence. In addition, Communicative Language Teaching approach (CLL) is applied as a tool for the learners to perform oral discussion and other factors are taken into consideration to help learners manage communicative learning style.

Keywords: communicative learning style, oral skill, second language acquisition

Introduction

Over a century, acquisition of second language has been affected by variety factors and as it is still its infancy. It is undeniable fact that there are variety methods and approaches being applied to teach English as global or second language. However, most methods and approaches can't meet students the needs and communicative goals. To be honest, in Uzbekistan, the lack of appropriate strategies, approaches and methods for teaching English has led poor results in oral discourse as SL or FL. Colker (2007) revealed that strategies which are used on traditional method don't aim attention at CLT because it isn't targeted student-centered. Additionally, the English learners in Uzbekistan show more confidence in receptive skill (reading and listening) rather than productive skill (speaking and writing). However, as a solution to this problem, the English curriculum in secondary and higher education has been improving considering Communicative Teaching and Learning Approach. It is assured that learning styles are fundamental in outstanding learning styles and show spreading influence in English classroom. In the second language, learners face some language difficulties incorporates social approach, responsibility and processing information.

Learning styles are linked with cognitive style which is employed effectively and effectually in the English classroom. However, there are many various hypotheses and theories to elucidate these challenges. In this study I explored "Community Learning Styles" coined by Knowles and managed an investigation among observed Uzbek students how to use in communicative learning styles. To be more specific, CLT requires students to have social behavior, and they need constructive feedback that increases their personal development and oral interaction as well. The classrooms outcomes are focused on the competence of

communicative approach and language techniques are managed in terms of authentic materials and pragmatic aspects. Thus, learners are required to implement English productively and critically in the communicative language classroom. This approach is being employed in the English classrooms so as to improve learners' oral skills through interaction and communication rather than through drills or memorization of variety aspects of the language arrangement. Lastly, English instructors and authorities related to education will achieve positive results as CLT is implemented providing real life atmosphere in English classroom.

2. Literature review

All individuals need to interact to convey their feelings, thoughts and notions. This is main reason why communicative activities and visual tools should be combined into lessons. Speaking discourse is more beneficial when it is integrated with real life atmosphere that enforce students to do their tasks and activities as well.

It is known that all human beings should comprehend spoken language in diverse situations such as daily and social life, work place, educational setting among others. The use of communication is depicted as listening to others and speaking with others in any activity (Moss and Ross-Feldman, 2003). Communicative activities and tasks are effective to lose each student 'inhibition in the classroom, conveying ideas about oneself and learning about different cultures. Jeyasala(2014) believes that English instructors should be trained to motivate students' communicative competence all the time and to break down the limitation to employ English fluently and accurately. Exposing students to authentic contexts and materials is the most outstanding option teacher can make as students can exchange real life data, and this might bring about languages and phrases based on situations.

2.1 Communicative activities implementation in teaching English

Richards (2006) suggested two methodologies to achieve the main goal of CLT. They are Content Based Instruction (CBI) and Task Based Instruction (TBI). CBI can be conducted through the implementation of context to acquire the acquisition of language. Besides, it is served to bridge and develop all kind of language skills. TBI is real world tasks which gives opportunity for learners to experience problem solving, sharing personal experience and other authentic materials among real life situations.

Furthermore**,** Abe (2013) stated that group work, activities, role-plays and visual presentations are beneficial in CLT classrooms. Also, permanent use of English among students enhances their spoken skill as well even though it sometimes triggers for some stressful and inconvenient situation for them. Taking into account these conditions, SLA teachers should emphasis more on group work activities and topic discussions in the classroom.

2.2 Developing Interaction in the English classroom by applying authentic materials.

Interaction is main aspect in both language learning and teaching as it provides them to implement their communicative skills in the class. ESL or EFL instructors should find appropriate materials to design meaningful interaction. Richards (2001) expressed that materials especially, authentic materials are focal in language learning and teaching. Regarding significance of applying appropriate materials, Rings, L (1992) stated that these books designed based on traditional method are one of the prime reason to make learners fail in communicative input. On top of that, Peacock (1997) pointed out that focusing on authentic materials can result in motivating students in spoken discourse.

3. Method

3.1 Participants

To conduct the study I have selected 50 Secondary school learners of 8-9th grades who have different learning styles in the capital of Uzbekistan, Tashkent and 3 ESL teachers who have different teaching styles in the same school.

3.2 Procedure.

This investigation was done through the use of varied method and approach. A questionnaire that incorporated closed –ended and open ended questions and observation paper were another tool created to collect the data. The target questionnaire was distributed to ESL instructors prior to observation. The principal aim of the observation was to gather data about ESL instructors' personal opinions applicable to the implementation of CLT to improve students' spoken discourse. In the next step, ESL instructors should write on the observation paper what activities and strategies they have applied and their affects on the students. The observation was fulfilled during two classes per grade in three weeks. The results taken from observation compared with data obtained from the teachers.

3.3 Prior researches and studies

Many studies have been achieved with the purpose of strengthening the oral discourse skills that majority of learners are struggling. Nunan (1987) conducted a case study which aimed to how extended real communication was noticeable in communicative language classes. Taking into consideration the investigation, five optional communicative based language classes were analyzed and recorded. It was seen that communicative language activities were exploited in these classes. However, this classroom based study indicated deficiencies in communication patterns of the spoken discourse since these activities were focused on personal details which were performed simulated conversation or interviews. Also, map reading and jigsaw listening activities were highly used.

Another study which Muslem, Mustafa, Usman and Rahman (2017) conducted is implementation of video clips in the classroom to discover how success students achieved speaking skills. Thus, young learners were selected, and both pre-test and post-test were distributed to them. This study was carried out in small groups and individual work. Hence, this research revealed that the students tend to communicate more in group work rather than individual work. In the light of these results, they concluded that the use of video clips in small group activities applying different techniques and tactics such as slowing the video down or replaying the significant part of the video can bolster students speaking skill.

4. Findings and Discussions

This part indicates and analyzes the data collection and findings retrieved in this study regarding activities, materials, strategies and the rate of language implementation in the classroom while applying the CLT approach.

Table Communicative Language Teaching Aspects

Task Based activities	Yes	Rate	No	Rate
Role plays	3	100%	0	100%
A finding a friend who	0	0	3	100%
Games	2	66%	1	33%
Authentic Materials				
Videos	1	33%	2	66%
Photos and Conversations	3	100%	0	100%
Visuals	1	33%	2	66%
Strategies				
Body language	3	100%	0	100%
Modeling	3	100%	0	100%
Explicit correction	2			

As shown in the table, according to the survey conducted on the teachers, all three ESL instructors don't use "*finding a friend who*" activity in the classroom. Another task based activity in table is "*Role play*" that all surveyed teachers use affectively. *Games*are on the list used 66% of ESL teachers and only 33% don't apply them in the classroom.

Regarding authentic materials use in the classroom, the results in Table present that 33% of the ESL instructors use video materials while 66% of them don't use them in their teaching procedure. Photos and Conversation are highly used by the teachers, accounting for 100%, to bolster learners' participation in communicative activities. Even though the teachers highly apply some above aspects of authentic materials, visual materials are still its infancy. That means most ESL instructors don't use relevant visual resources in their classes. AsHerrel and Jordan (2015) stated that visuals allow students link English words with their images, and this can be an achievable reason to involve visuals in their classes.

The results obtained from the study show that all teachers use modeling and body language as strategies to give students a huge privilege to learn language in a momentous way. More than half teachers prefer using explicit correction so as to allow them find out any possible mistakes. Lightbown and Spada (2006) expressed that this type of correction can happen when teacher can obviously explain learners what the mistake was.

Conclusion

Based on strategies to develop English learners' communicative competence such as modeling, group work, pair work and repetition were considered the most useful strategies. Even though these strategies are fundamental for learners to foster oral skills, learners aren't frequently experienced to these strategies. Finally, it should be integrated communicative competence and their active participation to enhance oral discourse. The data collection reveals that students are provided with authentic materials to enhance their communicative skills.

Acknowledgments

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