

Communicative Language Teaching: A Good Initiative to Teach English Language in The Context of Quetta Balochistan

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Abstract:

This research paper shows the evolution in language teaching approach and multiple perspectives of communicative language teaching (CLT). Researcher has tried to elaborate the different aspects of CLT. How CLT affects classroom environment. Through qualitative research method, researcher tried to explore the data about the different factors of CLT affecting the language learning process. Researcher tried to analyze different principals of CLT to understand all the perspectives relating language learning process.

Key words; communicative language teaching, contents, competence

Introduction;

This method emphasis on communicative approach and encourages students to take in dialogue conducted in the class. English language Learners can improve communicative abilities to communicate through CLT. Teacher creates a discussion environment in the class room and focus to teach target language by explaining the linguistic structure to learners' requirement for developing communicative skills. In Pakistan in recent decades, majority of institutions have adopted CLT into their teaching process. Majority of English teachers are in favor of CLT for appropriateness of this language teaching method. There are many regional languages along with national language Urdu and many dialects which are being spoken in Pakistan. English leaning with task based teaching process is a good initiative.

Baris Kasap (2005) explained that task based teaching process gives a context for learning to the students which emphasis the use of language through communicative activities because using of language is more effective than the production of language.

Literature review

The very approach (CLT) was introduced in late of 20th century in England as methodology. This teaching method became popular in no time in Europe and then in whole world. According to Jilani Warsi English has gotten prominent position as a common means of communication, international language, and a medium of teaching of science and technology.

Pakistani students who belong to rural areas and have learnt English language through traditional language teaching methods in government schools and colleges, fail to communicate in English. Because they cannot get required commands on English language due to incompetent language teaching methods.

Student Teachers should adopt student centered teaching methodology such as communicative language teaching (CLT) to make students competent in English language to communicate. For the needs of the industries, concentration on topics is made more potential to address the communicative needs of the learners. The suggested approach in both the new curriculum and the previous curriculum is Communicative Language Teaching (CLT) (Mustapha & Yahaya, 2012).

For communication purposes, CLT can make target language learners more skillful and competent and their fluency and consistency can be improved by this suggested language teaching methodology. In Pakistan, CLT has given new hope to English language learners to be more competent and fluent in English language for communication purposes.

Rebecca Belchamber (2007) point out that as she more concentrated on the topic, the more she favored the consistency of suitability of CLT. This language teaching method really benefits the students in several ways. This approach strengthens the communicative function

The essence of CLT is the engagement of learners in communication in order to allow them to develop their communicative competence (Savignon, 2006).

Importance of CLT is portrayed due to the fact that its roots lie in the culture of the society. Savignon (2006) declares CLT as an approach, or theory which develops competence of intercultural relations which improves materials and methods suitable to a given context of learning environment. Competence was defined by Jack C. Richards (2006) as our knowledge about language that improves our ability to make sentences in a language. It refers to knowledge of the parts of speech and speaking fluency of sentences. Further Jack C. Richards refers grammatical competence as the ability to concentrate over many grammatical practice books that present a rule of grammar on one page, and provide the rule to do practice on the other page.

Goals for CLT

Many of teachers in Pakistan prefer CLT as methodology to teach English language to their pupils. But there is lack of knowledge about CLT among language teachers in language centers in Pakistan. It is very necessary to be aware about the goals and principles of CLT approach. According to Jack C. Richards the main goal of CLT is to arrange the activities for teaching communicative competence.

Following aspects of knowledge for language pertain for getting competence of communication.

- 1) – Learning about the use of language for different purposes and functions.
- 2) Learning about the variation in the use of language according to arrangement and participants.
- 3) Learning of production and understanding different type of text.
- 4) Learning of setting different strategies to maintain communication despite having little knowledge of language.

CLT and class room:

CLT has affected every academic aspect. In traditional classrooms only teacher was performer and language learner was only spectator. Language which is actually a complex and cultural phenomena was tried to learn on memorization process. From the beginning of CLT, teachers and materials writers have thought to reform the classroom activities which are the reflection of the principles of a communicative methodology (Richards, 2006). CLT which is student centered approach has revolutionized teaching-learning process. According to Koppula Swathi (2014) in CLT approach strategies including judgment, arrangements and teaching are made according to the abilities and requirements of the language learners.

Now, due to evolution in teaching methodology the environment of classroom is very active. This task based develop classroom environment as an actor's art stage where student performs all activity of the assigned tasks. The goals of CLT have been developed according to the needs of learner in a given context (savignon, 2006).

Conclusion of researches of multiple disciplines such as psychology, linguistics and education developed CLT which is fruitful for classroom where students can learn communicative skills and competence in target language such as English. English learners in CLT classrooms have more confidence and they have competence over speaking, listening, reading, writing and language. CLT approach emphasis on both accuracy and fluency

competences in meaningful contexts. There are many methodological ways which made CLT postulates worthy for peculiar teaching practice (Kasap, 2005).

Methodology

Qualitative research method was adopted to investigate the effect of CLT approach on English teaching and learning process in the context of Quetta. Qualitative research gives deep information about specified issue. Method of In-depth interviews as this method being optimal for collecting data about views of personal's experiences was selected. According to Carolyn Boyce (2006) interviews are fruitful to collect information about the participants' thoughts and behaviors. New issues can be understood through qualitative research design.

Improved questionnaires which consist of predetermined questions asked, with minor or no discrepancy and with no purview for follow up questions to retort that belief for further evaluation (Gill, Stewart, E. Treasure & Chadwick, 2008).

Structured interviews are, essentially, verbally administered questionnaires, in which a list of predetermined questions are asked, with little or no variation and with no scope for follow-up questions to responses that warrant further elaboration

Research setting and participants of research

Researcher visited different private English medium schools to select for research. The first phase was to take permission from the principals for research. Two English medium private schools (one for girls and one for boys) in Quetta were selected through purposive sampling. The principals of the schools give permission willingly to perform research process. The teachers were excited to be a part of research process. Ten teachers (6 males and 4 female) of English language were selected through simple random sampling from two selected schools.

Researcher biases can be reduced by increasing the number participants in the research process (Turner, 2010).

Research question

Research question is very important for research process. Matching of research question with research title is very necessary. In qualitative research question should be open ended. Potentially worded question can be

developed by the way researcher adopts who is taking interviews for research (Turner, 2010). Research question for English teachers was:
What are the English teachers 'perceptions towards communicative language teaching?

Teachers 'interviews

In the anxiety free environment teachers expressed their perceptions and experiences about CLT approach. Predetermined and open-ended questions were asked from the teachers so that they can express their views about the research title. Researcher showed flexibility while asking question about CLT. English language teachers expressed their perceptions towards communicative teaching approach and expressed reason for their perceptions. Different factors of CLT such as role of teachers, grammar and role of students for achievement of communicative competence were likely addressed by the interviewers in friendly environment.

Analysis of data

Result of Teachers' interviews

First of all, researchers briefed the participants about research process and explained how the continuity of the research is necessary for the evaluation of language teaching methods. When researcher found the teachers mentally prepared for interviews then he began to ask question from the teachers individually. The teachers expressed their opinion by face to face interviews.

The purpose of these face to face interviews of teachers is to investigate about their attitudes and experiences towards CLT. According to Carolyn Boyce (2006) the basic advantage in-depth interviews give more detail information than what is available by any other methods like survey. They provide anxiety free atmosphere. Informal interview creates such conversational environment through interaction in which generation of questions occurs spontaneously.

1-Communicative competence can be improved by CLT:

The teachers favor CLT because it develops communicative competence and linguistic knowledge in English language learners (Ming Chang, 2011). Majority of English language teachers supported CLT because they thought that this language teaching method is more fruitful for creating combinative fluency in the learners. Grammar gives basis to develop competence to speak fluently.

2- CLT develops sense of self-determination in language learners:

As CLT is students centered approach, it gives the sense of ownership to the students in the language learning process in the classroom. Language teachers gave importance to students 'self-determination in the process of English learning. Teachers showed their opinion that CLT approach is a good initiative in the language learning process. When students make strategies for their learning they become autonomous (Ming Chang, 2011).

3-Form and functions are addressed by CLT

According to the teachers ' views application of CLT improves language learning process because it includes both the communicative competence and linguistic knowledge (Chang, 2011). Teachers also addressed learning process. They explained that teacher must expose the language learners to the target language in order to understand the language (Chang, 2011).

As grammar is necessary for communicative competence, so according to teacher's views both linguistic structures and communicative function enhance the fluency of learners.

They declared CLT approach more valuable than that of traditional approach.

CLT develops communicative and accurate speaking ability of English learners

Teachers gave their opinion that as English is an international language it can be taught only internationally recognized CLT approach. The improvement of abilities of students for language learning is the main focus of CLT. Different strategies such as group work activities are made to achieve this goal. CLT performs more efficient role to teach the students particular kinds of language and communicative competence for specific occupations (Richards, 2006). Teachers taking part in the research proposed for other language teachers to give preference CLT on traditional language teaching approaches.

Conclusion

This research paper shows the importance of CLT in language learning process in the context of Quetta. CLT is recognized and got preference over all traditional language teaching methods due to a set of its golden principles which made the language learning process very effective for the students, especially English learners. In Pakistan English language being a medium for science and technology has got very importance. English plays a mastery role in specific occupational, educational and language learning environment. Trend of English learning is on the progress in the students of Pakistan especially in Quetta, Baluchistan.

CLT provides all the principles and settings which are effective for English learning process. Activity based learning strategies make learning environment more interesting and boredom level in learners declined to zero level. Findings of this research paper show attitudes of teachers towards CLT. Findings reveal that CLT approach makes English learning meaningful and interesting for the students. It is clear that traditional language teaching approaches focus on only reading skill but CLT concentrates on different skills such as: reading, writing, listening and speaking as incorporated abilities. Old views accelerated the students to achieve grammatical competence. The principles of CLT elaborate its goal to make students competent in communication and linguistic structures.

In addition, CLT creates anxiety free environment in which students make strategies themselves for their learning process. Student get encouragement from self made learning environment. Working in group, students learn social skills along with language learning. CLT includes an important factor of motivation which has attraction for students. Teachers of English language revealed that they liked communicative language teaching approach because its settings are designed to keep students busy in pragmatic, communicative and authentic use of language.

Finally, the research paper explains teachers' role and students' role which are the core factors of CLT. The participants of the research liked the role of teacher as analyzer in English language learning process. They favored the fact that language learning process should be student centered. They stressed the students to be competent in both fluency and accuracy for meaningful communication. But they gave preference to fluency competence in English leaning process for communicative goal.

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