

Problems in Using Communicative Language Teaching CLT in Secondary Schools from Teachers' Point of Views

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Abstract— The study researched on the problems that the communicative language teachers face in teaching a second language. The communicative language teaching is one of the most effective teaching methods in language teaching which has its own challenges from the teachers' point of view. The communicative language teaching helps in acquiring the native proficiency and accent. It improved on all four skill including reading, listening, speaking and writing. Consequently, it requires an effective curriculum and the effective content to be utilized in the classroom to promote interactive learning. The CL teachers may have problem in achieving high performance from the CLT if the learners are less interested or they are not enjoying the communication process. The teachers also face an issue when the learners are not using the target language because practicing the target language is very important to succeed in the target language. The practical implementation of the designed content and curriculum becomes one of the challenges for the teachers of the communicative language teaching.

Keywords— communicative language teaching, effective curriculum, effective content, target language, designed content.

I. INTRODUCTION

The modern world is dominated by the west which includes the Britain, Australia and North America. English is therefore, the language of the world and acquiring English language skills is a need to compete in the modern society. English language teaching and learning have been a challenge for most second language learners. For this reason, exploring and innovating new and modern methods for teaching and learning a second language play a significant role in the performance and success of the second language learners (SLLs). Substituting old and traditional teaching techniques with new and communicative teaching to enhance the performance and outcome of the students is proved to be essential in many Asian and African countries. The trend is also followed by some of the Middle Eastern States where the classrooms are more collaborative and interactive integrated with modern technology that help in Communicative Language Teaching

(CLT) to the second language learner.

A. *The Problem*

There are many problems facing the teachers during applying the CLT, what are those problems? What are the teachers' thought about it?

B. *Aim of the Study*

The aim of the study is to analyze the problems in communicative language teaching CLT for an effective and efficient teaching that the teachers face while teaching the second language learners SLLs.

C. *Significance of the Study*

The study holds significance because of its relevance to the modern day needs. The second language learners often find it harder to have proficiency over the English language through grammar and vocabulary only. Therefore, this study will analyze the problems in communicative language teaching (CLT). Targeting the problems will help improve the performance and English language skills of the Kurdish learners.

D. *Scope of the study*

This study is focused on the problems in communicative language teaching (CLT) from teacher's point of view. The study will explore the issues that the English as Foreign Language (EFL) teachers face. Thus, the study will explore the issues to overcome the challenges that the English as Foreign Language (EFL) teachers face to improve the performance of the students.

II. THEORETICAL BACKGROUND AND REVIEW OF LITERATURE

The Communicative Language Teaching (CLT) is a teaching technique that was introduced back in 1995. With the integration of Communicative Language Teaching (CLT), not only reading and writing but listening and speaking skills can be enhanced among the second language learners (SLLs). The receptive and productive skills of the second language learners

(SLLs) can substantially be improved and the performance of the learners can be improved. This method is incorporated among the second language learners as the need for the English language has evolved with the time. The receptive skills of the learners include the understanding the language context and meanings. The understanding of a language and its context is important to form a complete understanding (Ashari & Zarrin, 2014).

Communicative Language Teaching (CLT) is a popular approach adopted by the teachers on certainly different levels. As the use of the English language is becoming common to almost all developing countries and therefore, the learners are required to develop the second language skills in order to compete in this modern world. Developing the English language skills is now made easy with the improving techniques and methods. The teacher of the second language is integrating the technological tool for blended learning that is ultimately increasing the performance of the students. The communicative language teaching has gained popularity because it focuses on promoting all four skills of the second language learners (SLLs) (Sarab, Monfared, & Safarzadeh, 2016).

A. Communicative Language Teaching for Productive Skills

The productive language skills enable the learners to interact and communicate with the other people that do not speak their native language. The productive language skills require the development of the vocabulary and the grammar proficiency. Therefore, the communicative language teaching (CLT) is helping to build on the productive skills while the learners communicate in the classrooms that are more interactive and promote the discussions. The learners of the foreign language are more confident through the communicative language teaching (CLT) (Sarab, Monfared, & Safarzadeh, 2016).

A study conducted in Iran among the M.A in teaching English as a foreign language student's highlight that the goal of the teaching is accomplished through the incorporation of the communicative language teaching (CLT) into teaching the foreign language (Ashari & Zarrin, 2014). However, the grammatical rules and the use of the language effectively are also very important in the development of the foreign language skills. The foreign language skills play an important role on the educational success and career development of the EFL learners. The communicative language teaching (CLT) play an important role in the development of these skills (Ashari & Zarrin, 2014; Mohammed, Sidek, & Murad, 2016).

B. Talking to a native speaker

Through the communicative language teaching, the second language learners are able to communicate confidently to the native speakers. The communicative language teaching enables the second language learners to effectively participate in international debates and go for high studies abroad (Ashari & Zarrin, 2014).

C. Communicative Language Teaching for Receptive Skills

The communicative language teaching is aimed at improving the receptive skills of the foreign language learners (FLL). It is important for the foreign language learners to not only learn a language but also be able to speak the second language with a good command. The skills of the foreign language learners could be increased with the help of communicative language teaching by targeting the conditions that facilitate this process of learning a second language (Mareva & Mapako, 2012).

A qualitative study conducted in the senior high school of Yemen to teach English as a foreign language using the communicative language teaching CLT highlighted that the adoption of the communicative language teaching was prominent when this learning and teaching method was incorporated in the curriculum that supported the high school students (Mohammed, Sidek, & Murad, 2016).

The improved receptive skills also enhance the confidence among the second language learners to communicate confidently and concretely. The communicative language teaching to enhance the skills of the learners require the integration of the learners in to an environment where they can share and build on the existing knowledge. This will not only help the learners to achieve the high performance but also to boost their interpersonal skills. The communicative language teaching for the receptive skills requires the communicative practices with the course and learning material for significant performance outcomes (MohibUllah, 2013).

The communicative language teaching is not only popular in the developed countries but also countries like that of South African economies, Asian and Middle Eastern states are now focusing on the communicative language teaching (CLT) to teach the second language successfully (Mareva & Mapako, 2012). They are incorporating communicative language teaching (CLT) into their curriculum to retain the language skills among the learners of a second language (Ibrahim & Ibrahim, 2017).

D. Acquiring native proficiency and accent

Communicative language teaching enables the learners to acquire the second language skills effectively and maintain a native proficiency and accent. The language is hard to learn if it is not practiced in speaking and listening. Therefore, listening and speaking a second language frequently enables the second language learners to acquire the native proficiency and accent that is usually hard to acquire in a traditional classroom. The communicative language teaching is an effective and efficient way for promoting the native proficiency and accent. The second language learner in a communicative language teaching is required to use the target language when they are interacting with fellows and the instructor (Rahman & Karim, 2015).

III. PROBLEMS IN COMMUNICATIVE LANGUAGE TEACHING FROM TEACHERS' POINT OF VIEWS

A. *Communicating effectively*

The communicative language teaching requires the effective communication among the teacher and the learners. The effective communication is sometimes hard to achieve because of the different personality traits of the learners and the teachers. The effective communication among the teachers and the learners is possible if the learners are confident enough and are willing to take part in the classroom discussion but in most of the high school classrooms the learners are either not interested in taking part in the class discussions or they are shy to speak openly. Therefore, sometimes the teachers are not been able to teach effectively despite the communicative language teaching environment (Safari & Sahragard, 2015).

B. *Enjoying the communication process*

The communicative language teaching is successful when the learners and the teachers are enjoying the communication process. The communication process is the classroom discussions and class participation. The high school learners are supposed to be more interactive and must collaborate in the class discussions. The more interactive classrooms are the more successful classrooms. Therefore, the teacher that is teaching accordingly may often find it hard to satisfy all the learners so that they are able to enjoy the process. The teachers in the communicative language teaching environment often find it difficult to collaborate among the learners in high school classrooms. The high school classrooms are more crowded and the high school learners are often difficult to handle. Hence, promoting the learning environment according to the communicative language teaching for the high performance of the second language learners is a tough job and often difficult for the teachers to achieve (Ibrahim & Ibrahim, 2017).

C. *Collaboration*

Collaboration is also fundamental to communicative language teaching. Consequently, it is one of the problems that the teachers in the communicative language teaching face. The communicative language teaching requires the collaboration and coordination among the learners and the between the learners and the teachers. The lack of collaboration often becomes the hurdle for the communicative language teachers to teach effectively and efficiently. Accordingly, the high school learners also find it hard to collaborate among their fellows and the teacher. The lack of attention and the lack of collaboration among the second language learners restrict their performance and success in learning a second language and English as a foreign language most often (Mareva & Mapako, 2012).

D. *Not using First Language*

The communicative language teaching requires the use of the second language only while communicating in the

classroom. If the second language learners are not using the second language, it is researched that they will not be able to get the exact benefit from the communicative language teaching. Thus, the teachers also face this problem that the students are not focused on using the second language in the high school classrooms but their first language (Ashari & Zarrin, 2014).

E. *Communicative Language Teaching: Curriculum and Course Content*

The assessment criterion is not well-defined and structured in the high school language testing that is one of the reasons for the high school learners to be less efficient in receptive and productive skills. The communication language skills of the high school learners are less likely to develop because of not being practiced as that of reading and writing skills (Mareva & Mapako, 2012). The communicative language teaching requires the effective curriculum and content that can engage the learners in the classroom discussion (Sarab, Monfared, & Safarzadeh, 2016).

In addition, the communication process has to be more attractive and currently the teachers of the communicative language teaching are struggling with this issue. The effective and efficient curriculum and the content is lacking that restricts the teachers to teach effectively. The second language learners require more interesting and suitable curriculum and content so that they are able to take interest in whatever they are learning. If the curriculum and the course content are not much attractive and suitable then the teachers of the communicative language teaching face many more problems that affect the performance of the learners as well. Consequently, adopting an effective method also requires adopting an effective curriculum and course content (Rahman & Karim, 2015).

F. *Communicative Language Teaching and the Learner's Expectations*

The communicative language teaching is also affected by the learner's perceptions and expectations. The teaches in communicative language teaching often find it hard to led to the expectations of the leaners which ultimately affects the performance of the learner and is problematic to the teachers of the second language (Ahmed, 2013).

G. *Attitude of the Second Language Learners*

The communicative language teaching is affected by the second language learners' attitude. The teachers of the CLT often face this issue which becomes a hurdle in effective teaching as well. The second language learners are sometimes hesitated and are not much confident in the CLT classrooms which could restrict their learning process. The second language learners often find it hard to compete with their fellows that restrict them to successfully adopt the second language skills and proficiency (Ibrahim & Ibrahim, 2017).

H. *Practical Implementation Problems*

Similarly, it is also important to test and practice these skills in the examination and assessments to enable sustainable learning process among the English as Foreign Language

(EFL) learners (Mohammed, Sidek, & Murad, 2016). In addition, learner autonomy is also important to boost these skills and confidence among the learners of the Second Language (SL). Most of the time the second language learners are not tested on the speaking skills in the high school which affects negatively on their productive language skills as well (Ahmed, 2013). In comparison, the curriculum and the other components of the education system must also be considered in order to promote the quick and efficient learning among the second language learners at the high school (MohibUllah, 2013). The assessment criterion is not well-defined and structured in the high school language testing that is one of the reasons for the high school learners to be less efficient in receptive and productive skills. The communication language skills of the high school learners are less likely to develop because of not being practiced as that of reading and writing skills (Mareva & Mapako, 2012).

IV. CONCLUSION

There are different methods of teaching a language and some of them are really helpful in observing the substantial results among the second language learners. Communicative language teaching is one of these effective language teaching methods that enable the learners to acquire excellent proficiency and fluency with a strong command like a native speaker. English is an international language and it is actually a requirement to have expertise in English language when pursuing higher education abroad. Therefore, the communicative language teaching method could assist in achieving this goal of learning a second language and maintaining a good and competitive career abroad. The communicative language teaching is a substantial source of boosting the second language learners' confidence.

However, the communicative language teaching although is effective in learning a second language but may be challenging for the second language teachers. The communicative language teaching is challenging from the teachers' point of view. The main reasons are the curriculum and the course content. Despite the method focusing less on curriculum and content becomes a biggest challenge for the teachers to achieve high performance. The learner's attitude and expectations is also a big challenge for the teachers of the communicative language teaching. The communicative language teaching is successful when the learners speak the target language that is often not practiced in most second language classrooms. The use of first language is an issue and it becomes challenging for the teachers to achieve high performance. The second language teaching is difficult if the learners are not practicing the second language. Furthermore,

it is also important that the learners actually enjoy the communication process and participate in the classroom to promote collaborative learning. However, if they are less attentive and lack cooperation, it becomes a challenge for the teachers as well.

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