

Possible application of CLT in Saudi Arabia While Teaching English

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Abstract— This paper is about Communicative Language Teaching method application in Saudi Arabia.

1 INTRODUCTION

The demand to learn English by people who speak different languages and come from different cultures, has expanded around the world due reasons such as employment, economic development, education, and travel. Governments, companies, and organization have become increasingly interested in training their employees and students to speak English for these reasons and others. English as a second language (ESL) and English as a foreign language (EFL) scholars in the 21st century claim that communicative language teaching (CLT) has advantages that attract teachers to use it in the classroom. Even though there are some challenges for both teachers and learners who are accustomed to more traditional language classes, effective implementation of CLT results in positive outcomes in the long run.

When our focus is on communication, according to Shartri (2010), language teaching can be shaped according to the students' purpose of learning it. Many learners have goals of learning the language such as learning it for school if the student's major is medicine for instance, job such as working for a company overseas or travel to different countries who do not speak the same language. By taking these factors into account, teachers can choose materials and design activities that focus on the language that learners need. For instance, classes for students who will

use English in international business and accounting can focus on the language used and materials related to that field. The teacher for example can present a reading text about accounting, play a video, and design a role play activity that demonstrates how accounting language is used in real life tasks. Learners will develop awareness of the syntax and semantics in meaningful contexts for them.

Grammar-focused methodology encourages students to translate into L1 while the communicative approach brings awareness of language in its common daily use.

One advantage of using CLT methodology is, somewhat obviously, the communicative aspect. Learners are expected to participate consistently in the class using the target language. Interaction includes discussion between teacher and students and among students themselves. The interaction also will happen between the learner and materials provided by the teacher or discovered on their own. For instance, the learner will be encouraged to give opinion about a reading text through group activity, which constitutes interaction between both the learner and the reading text. In some other methodologies of teaching, such as grammar-translation teaching approach, genuine interaction among the teacher and the students is not fully required. For instance, a teacher might spend the whole lesson explaining and demonstrating a language feature

using translation method and students do not need to respond to the teaching or interact with teacher as much as students must do in the CLT. Grammar-translation methodology encourages the teacher to focus mostly on learning about second language grammar and vocabulary and compare them to students' first language. On the other hand, CLT approach has different perspective about using the first language to teach only vocabulary and grammar. According to Littlewood (2000), a communicative approach views that "the language is not only in terms of its structures (grammar and vocabulary), but also in terms of the communicative functions that it performs. CLT has more goals other methodologies have. One target of this methodology is increasing interaction between teachers and students, and between students themselves. This interaction will enable learners to practice both grammar and vocabulary by using them in the classroom and outside." Therefore, Freeman (2011) believed that the communicative language teaching approach was one of the most successful ways of teaching and learning English language in this century.

Doye (1991) noted, an authentic test is supposed to be "one that reproduces a real-life situation in order to examine by student's ability to cope with it" (p. 3). Indeed, the language used in the assessment is used after assessment be done.

2 CONCLUSION

In conclusion, communicative language teaching has become popular in the 21st century because of its success in helping learners gain communicative proficiency in the target language. Learners in language classes that

successfully use CLT methodology can benefit the only use of their second language in the classroom and feel more comfortable, which increases their language productivity. Student's input increases will result in an increase in output and to be able to use English. Giving the appropriate feedback help students to address their weaknesses and strengths which is successfully presented in CLT. Feedback can have different form which will enable the students to experience different ways of improvement.

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