Adopting Communicative Language Teaching (CLT) Approach to Enhance Oral Competencies Among Students: Teachers' Attitudes and Beliefs

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ABSTRACT

The idea of communicative competence is one of the most influential theoretical developments in language education as it helps redefine the objectives of second language (L2) instruction. Although most teachers acknowledge the importance of CLT, many do not genuinely practice it. This paper attempts to explore teachers' reasons or reluctance in using CLT in the classroom. The role of CLT approach in enhancing oral competencies is examined by analyzing the attitudes and beliefs of the teachers. The data is gathered using interview sessions. A range of practical activities is proposed to help language teachers integrate CLT in their lessons.

Key words: Communicative competence, oral competency, attitudes, and beliefs

INTRODUCTION

CLT has been widely accepted as an effective way of teaching language in ESL/EFL contexts. In CLT, language learning emphasizes learning to communicate as opposed to learning a set of grammatical rules. Most teachers acknowledge the importance of adopting CLT approach in the classrooms to develop the students' communicative competence in English language. Although there are still some who are reluctant to genuinely practice it, there are still those who believe of the effectiveness of CLT approach in enhancing oral competency among language learners. This paper investigates the role of CLT Approach in enhancing oral competencies among second language learners within the Malaysian context by examining the attitudes and beliefs of teachers regarding the approach.

PROBLEM STATEMENT

English, being an important medium of communication at both intra-national and international levels, takes the status of a second language in the country. In Malaysian schools, English is taught as an important subject at both primary and secondary levels alongside other subjects. The teaching of English as a second language has seen various approaches and methods being introduced and implemented to enhance the learning process of acquiring the second language among non-native speakers. Nevertheless, as the motivation for learning English in schools among most of language learners, especially those who are from rural areas, is mainly intrinsic, i.e. to pass the examinations

rather than to communicate with others using the second language. The students' fluency in oral English is comparatively low compared to their performance in writing. The findings of an action research carried out by one of the researchers in this study, regarding her students' performance in Speaking Skills for Malaysian University English Test (MUET) Speaking (800/2), revealed that 50% of the candidates were marginal speakers and another 50% were limited users of the language. These limited speakers of English were reported as not taking the initiative to participate in group discussions (Amizura Hanadi & Zaiton Abdul Majid, 2003).

With the demand of mastering English as a global language in the global market, many of the local graduates are faced with the prospect of unemployment as they" *failed to secure jobs because of their lack of competence in the English language, evident particularly during interviews*" (Chan & Tan, 2006:5). This inevitably points to the low performance of these students in communicating in English orally. The greatest challenge for English teachers, especially at the tertiary level, therefore, is to encourage these second language learners to communicate orally using English, in order to prepare them for the demands of the job market.   As such, increasing learners' oral competency among second language learners has always been the primary concern of second language teachers.

A Communicative Language Teaching Approach has been applauded by many as one of the effective approach to enhance students' communicative competence. This is so, as the principles that underlie the approach focus on enhancing one's communicative competence in using English for various purposes in various settings with various speech communities. In fact, since late 1970's, Malaysia has adopted a communicative approach in the teaching of English as a second language to replace the structural-situational syllabus of English, where the communicative syllabus was fully implemented in the upper secondary schools in 1977 (Chan & Tan, 2006).

However, after a number of years learning English in school as a compulsory subject, the low performance of the second language learners, especially in oral communication, still remains a problem, yet, to be solved.   This calls for an understanding of the teachers' attitudes and beliefs, as they are the agents of implementation of various teaching approaches in language learning. As such, the attitudes and beliefs of teachers regarding the effectiveness of the CLT approach in second language classrooms need to be re-examined, as it will contribute to an informed decision regarding the use of the approach in second language classrooms to enhance oral competency among Malaysian students.

As claimed by Sato and Kleinsasser (1999 as cited in Pham, 2006), "*those who do not have a thorough understanding of CLT, can hardly develop practices appropriate to the learning context, thus they easily return to traditional teaching*". In a similar note, Karavas-Doukas's study (as cited in Razmjoo & Riazi, 2006, p. 348), " *While   most teachers profess to be following a communicative approach, in practice they are following more traditional approaches"*.

OBJECTIVE OF STUDY

The purpose of the present study is to examine the teachers' attitudes and beliefs concerning the use of CLT approach in language classrooms to enhance oral competency among students.

RESEARCH QUESTIONS

The two main questions are:

1. What are the attitudes of the teachers regarding the use of CLT approach to enhance oral competency among students?
2. What are the beliefs of teachers in CLT as an effective approach to be employed in the language classroom to enhance oral competency among students?

LIMITATION OF STUDY

This is a small-scale study where the findings could not be generalized to a larger population. It attempts at gathering insights into the teachers' attitudes and beliefs regarding CLT as an approach to language teaching to enhance students' oral competency. However, there are a few limitations to the present study. This study limits itself to the use of interview method in collecting data, and as such, the findings are not exhaustive.

SIGNIFICANCE OF STUDY

The present study is important as it provides insights on English language teachers' attitudes and beliefs regarding CLT as an approach to be used in the language classrooms to enhance oral competency among the students. As this is a small-scale study, which aims at gaining some insights regarding the attitudes and beliefs of teachers on the use of CLT approach in language classrooms, it nevertheless, becomes a preliminary step towards a statistically significant quantitative research in the future.

The findings will help to direct future research regarding the issue, as it helps to identify the areas of study which need further investigation, as well as to identify the categories for classification to be explored quantitatively in future research. As noted by Razmjoo & Riazi (2006, p. 346), "*few studies of how well teachers understand and use CLT approaches appear to been undertaken*". As such, the findings would serve as a guide in planning questionnaire items for future in-depth large-scale study, which would help to reveal more insights on teachers' understanding of CLT and how it is actually practiced in the   classroom. In addition, it can also provide   the researchers with some general outlines on what aspects to look at during classroom observation, etc.

All these will provide valuable insight for various stakeholders such as language planners, curriculum designers, material developers, teacher trainers, language instructors

as well as teachers, in order to make informed pedagogical decision regarding second language teaching. This is so, as the adoption of a communicative approach in second language teaching brings with it fundamental issues regarding teacher training, materials development, testing and evaluation, and so forth, which calls for further investigation, in order to help in enhancing the students' level of language performance, especially in oral communication.

DEFINITION OF KEY TERMS

Communicative competence
It is a linguistic term which refers to a learner's ability in using language. It not only refers to a learner's ability to apply and use grammatical rules, but also to negotiate meaning with other language speakers, to express one's views regarding certain issues, and to know what and how to use certain utterances appropriately according to certain situations. The term underlies the view of language learning implicit in the communicative approach to language teaching.

Oral competency
It is defined as the ability to communicate orally using various oral communicative strategies for various communicative purposes in various communicative contexts with various communicative communities.

Attitude
It is defined as a state of mind, a feeling or disposition in relation to Communicative Language Teaching.

Belief
It is defined as an acceptance of and conviction in the truth, actuality, or validity of Communicative Language Teaching Approach.

LITERATURE REVIEW

For more than thirty years, much emphasis has been put on the teaching of English language using a communicative approach, which since its introduction in the   early 1970s, has been defined, described, developed and used in a second language teaching and learning context to develop a learner's communicative competence. Communicative competence was a term coined by Dell Hymes (1972), to refer to the social and functional aspects of our ability to convey and interpret message and to negotiate meanings interpersonally within a specific context, where the focus is not only to develop the grammatical knowledge of language, but also to know when, where and to whom to use appropriate language in a communicative event (Richards, 2003).

Hymes' notion of communicative competence was further defined and developed by other practitioners such as Canale and Swain (as cited in Razmjoo & Riazi, 2006), who

offer four dimensions of communicative competence, namely grammatical competence, discourse competence, sociolinguistic competence and strategic competence. Razmjoo & Riazi (2006, p. 342) provide a brief description of these four aspects of communicative competence. In sum, grammatical competence emphasizes the ability of students to produce accurately structured comprehensible utterances, while sociolinguistic competence points to the ability to use socially-determined cultural codes in meaningful ways. Discourse competence stresses on the ability of the language user to shape and communicate purposely in different genres, using cohesion and coherence, and lastly, strategic competence aims at the learner's ability to enhance the effectiveness of communication.

In addition, according to Wilkins (1972), communicative means that a language learner needs to understand and express his or her ideas. Rather than describing the core of language through traditional concepts of grammar and vocabulary, CLT Approach involves participants, their behavior and beliefs, the objects of linguistic discussion and word choice (Richards & Rodgers, 2003). Basically, this theory emphasizes on practice as a way of developing communicative skills.

In a communicative approach, language teaching makes use of real-life situations, i.e. situations that students are likely to encounter in real life, that necessitate communication. Thus, students are provided with ample opportunities to be involved in communicative events in using the language. Hence, the activities are geared towards promoting self-learning, interaction in authentic situations, peer teaching, negotiation of meaning, completing tasks through language, etc. where the lessons focus on some operation which the student would want to perform in the target language (Littlewood, 1981). The role of teachers in the communicative approach is minimized to being a facilitator or monitor of their student's development or progress in language learning. The learners, on the other hand, will become the active participants in the learning process, where they do most of the talking and are fully responsible of their own learning.

Wong (1998) in his study of teachers' attitudes towards Communicative Language Teaching (CLT) in Hong Kong found there are significant differences between subject-trained and non-subject-trained English teachers' attitudes towards some aspects of CLT and classroom practices. It is suggested that policy makers should review the current English Syllabus and evaluate the suitability of CLT for language teaching in Hong Kong. Teachers should also enrich their knowledge of CLT and have appropriate support given by the Education Department for their teaching practices if the communicative approach is to fit well in local English language education.

A study by Gahin & Myhill (2001) on Egyptian EFL teachers' beliefs and attitudes towards the communicative language approach (CA) in language teaching and learning highlights the importance of the social and cultural context upon teachers' attitudes and practices and draws attention to some of the constraints, which have impeded the successful implementation of the CA. Since 1988, attention has been directed to teaching materials based on the communicative approach (CA), whereas less attention has been paid to providing teachers with the necessary skills and understanding for teaching

English. Despite all the efforts, focus has always been on teachers' behaviors, rather than their attitudes and beliefs.

Gahin & Myhill's findings indicate that teachers' attitudes are situated in particular physical and social contexts (Putnam & Borko, as cited in Gahin & Myhill, 2001). In the Chinese context, (Li, as cited in Gahin & Myhill, 2001) found that teachers adopt their pedagogies based on their "epistemological beliefs and occupational ideology". In this study, this perspective is confirmed by the significant differences found amongst respondents due to their specialization, teaching experiences, and in-service training and by the many ways in which practical and cultural constraints hampered teachers' ability or willingness to adopt the CA. Unless policy makers seriously consider how the context in which teachers teach enables them to introduce communicative teaching strategies, the quality of teaching materials and teacher training will have little impact. This consideration ranges from the straightforward check that strategies recommended are practically possible (such as the use of AVA) to the more complex issue of changing the beliefs of teachers who have already had a long career using an alternative methodology.

Within the context of teaching and learning English as a second language, the scope of Communicative Language Teaching focuses on systematic attention to functional as well as structural aspects of language (Littlewood, 1984) . The theory of language learning process which underlies CLT reflects the salient features of a communicative approach, which focuses on five general learning features. Firstly,   the focus of language learning is to communicate through interaction in the target language. Secondly, authentic materials are introduced and utilized in the learning situation. Thirdly, learning opportunities are provided to help the learners to focus, not only on language but also on the learning process itself. Fourthly, the learner's own personal experiences are regarded as important contributing elements to classroom learning. Lastly, attempt is made to link classroom language learning with language activation outside of the classroom (Nunan, as cited in Brown, 1994).

Although most literatures on CLT reflect a reasonable degree of theoretical consistency concerning the language and learning theory, there exist some discrepancies in beliefs regarding the practicality and suitability of adopting CLT approach in language teaching especially in ESL/EFL context. As claimed by Halliday (1994) and Pennycook (1989), as cited in Pham (2006), current views on CLT highlight pedagogical problems inherent in the transfer of CLT from Western English speaking countries to other non-native speaking countries, as it conflicts with the social, cultural and physical aspects of the recipient countries. As such, Pham (2006, p. 6) stresses that to adopt CLT as an approach within a non-native setting requires rethinking and adjustment, which the "*local teachers need to continually reflect upon how they relate to learner participation, autonomy and equality in their teaching context*."

METHODOLOGY

Semi-structured interviews were conducted to understand the attitudes and beliefs of teachers on adopting CLT approach in enhancing oral competency among students.

DATA COLLECTION

Participants

Four language teachers, who were teaching at tertiary and pre-tertiary levels were chosen for the interview as they have been exposed to various teaching approaches. These teachers had the minimum of 4 to 11 years of teaching experiences. The purpose of the research was explained and approval was obtained from these respondents, and they were given the opportunity to withdraw from the study at any time. All the respondents agreed to the interview being taped.

Data Collection

In order to ensure the findings of this study is valid and reliable, the researchers carried out the following procedures. The researchers prepared a semi structured interview questions based on the research questions to help in eliciting information which would reveal the teachers' attitudes and beliefs concerning the issue. Each researcher interviewed one interviewee. The first interview was conducted to pilot the interview questions so that they are clear in meaning. Each interviewer was given freedom to probe during the interview should the need arise, for further clarification on the responses given. Each interview lasted between 20-30 minutes and the interview was recorded and notes were taken. The interviews were conducted entirely in English. Each researcher transcribed the recorded interview and the transcripts were then compiled and distributed to every researcher. The interviewees were given pseudo names for anonymity purposes.

Data Analysis

In the process of analyzing the data, each researcher first of all segmented the transcript and labeled each segment. Codes were assigned and later examined for overlaps and redundancy. They were then collapsed into much broader themes. The transcripts were analyzed for recurring patterns and themes, and were classified according to categories. This was first done individually, as each researcher came up with their own coding categories based on the transcription they analyzed. Then, the coded categories were compared among the researchers, to decide on the standard coding categories, based on the most recurring patterns found in all the transcripts. e.g. *able to express opinion, exchange ideas, string sentences together*, etc are coded "OC" for ORAL COMPETENCY (Refer Appendix 5). The patterns unanimously identified by the researchers were then interpreted for indications of attitudes and beliefs of the interviewees on the questions posed individually, and the issue being raised in general.

FINDINGS

Interview responses were analyzed for themes, which were indicative of the participants' attitudes and beliefs about the issue.   The findings are discussed based on the research questions:-

Research Question 1
What are the attitudes of the teachers regarding the use of CLT approach to enhance oral competency among students?

Basically, all respondents agreed to the use of CLT approach to enhance oral competency among students. The reasons given were, the approach encourages students' participation, promotes confidence, prepares students for real-life communication, and develops communication strategies.   Sample quotes to illustrate these points are as follows.

Encourages Students' Participation
CLT encourages the students to use the language more as it provides opportunity for students to interact with each other.
> "….*at the same time giving them a chance to practice using the target language……"*   -Maya-

Promotes Confidence
CLT boosts students' level of confidence as they are responsible for their own learning.
> "*..when students, they will become more responsible of their own learning…..they have a choice of what to say and how to say….."*   -Nurul-

Prepares Students for Real-life Communication
CLT prepares students to use the   language for real-life situation through   the use of authentic materials.
> "…*real communication occurs between students….."*
> "…*we are able to use materials, that come from authentic things…"*   -Nurul-

Develops Communication Strategies
CLT helps to develop communication strategies such as justifying opinion, maintaining group discussion, exchanges of ideas, etc.
> " ….*use the target language to communicate their ideas….to give their opinion……will be able to maintain group discussion..."*   -Marina-

Research Question 2
What are the beliefs of teachers in CLT as an effective approach to be employed in the language classroom to enhance oral competency among students?

Basically, all respondents believe that CLT approach is effective to be used in the language classroom. The reasons given were the approach enhances teachers' role, and encourages participation from low proficiency students. Sample quotes to illustrate these points are as follows.

Teachers' Role
CLT allows teachers to act as facilitator, initiator, guider, mentor to assist students in their learning process.

> *"...as the teacher we don't dominant the classroom, we are the facilitator, we are initiator, we are just the advisor, we are the mentor, we are guider..."*   -Nurul-

Participation from Low Proficiency Students
CLT encourages low proficiency students to participate in activities. This enables mixed ability students to practice on the use of the language as it does not focus on grammatical accuracy.

> "…*we try to gather the students who are good with the low proficiency...try to guide those who are not really good...*"
> "…*don't think they have to focus more on the grammatical aspects of the matter...*"   -Siti-

DISCUSSION

Based on the findings, all respondents reflected the attitudes showing that the use of CLT approach does enhance oral competency among students. They have stated that the approach encourages students' participation, promotes confidence, prepares students for real-life communication, and develops communication strategies. The respondents also believe that CLT approach is effective to be used in the language classroom as they have stated that the approach enhances teachers' role, and encourages participation from low proficiency students.

CONCLUSION

The respondents in this particular research agreed that CLT approach helps to enhance oral competency among students as this teaching approach encourages communication in the target language. They also believe that CLT approach is effective to be used in the language classroom as it is student centered. As CLT does not focus entirely on grammatical accuracy, it encourages participations from low proficiency students. Malaysian teachers should adopt CLT approach in their teaching practice as it was proven to be an effective teaching method.

IMPLICATION FOR FUTURE RESEARCH

A larger scale study that would involve teachers from primary, secondary and tertiary levels should be conducted in gathering insights on teachers' attitudes and beliefs regarding CLT in enhancing students' oral competency. A small-scale study such as this limits itself as the findings could not be generalized to a larger population. The use of interview method in collecting data is time consuming to be carried out on a larger sample. Thus, future researchers can administer questionnaires on a larger sample so that the findings are exhaustive. Observation on the practices of CLT approach in language classrooms can also be conducted to understand how the approach could be utilized to

enhance oral competency among the students within the Malaysian context from the perspectives of second language teaching practitioners.

Language Activities To Integrate CLT in Lessons

This paper will also propose a range of practical activities to help language teachers integrate CLT in their lesson. Galloway (1993) suggested an interesting activity where in a communicative classroom for beginners, the teacher might begin by passing out cards, each with a different name as new identities, printed on it. The teacher then proceeds to model an exchange of introductions in the target language. Using a combination of the target language and gestures, the teacher conveys the task at hand, and gets the students to introduce themselves and ask their classmates for information. As the students do not know the answers beforehand, there is an authentic exchange of information.
She also proposed another activity which is a listening activity, as a reinforcement listening exercise. The teacher can play a recorded exchange between two people meeting each other for the first time. This particular exercise is called "Eavesdropping" and is aimed at advanced students. Students are required to identify the following questions:

1. Who was talking?

2. About how old were they?

3. Where were they when you eavesdropped?

4. What were they talking about?

5. What did they say?

6. Did they become aware that you were listening to them?

This type of exercise puts students in a real-world listening situation where they must report information overheard. Students are encouraged to express their opinions on the topic during class discussions. This provides opportunity for students to use the target language when talking about their experiences and viewpoints.

Communicative exercises proposed above can motivate students to communicate in the target language confidently as the topics are relevant to them, provided that they are designed at an appropriately challenging level. The use of CLT approach enhances oral competency among students as the approach encourages students' participation, promotes confidence, prepares students for real-life communication, and develops communication strategies through the activities carried out. CLT approach is effective to be used in the language classroom as the approach enhances teachers' role, and encourages participation from low proficiency students.

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Appendix 1

Transcript 1
Interview 1 – Marina

I= Assalamualalaikum and Good Morning to Candidate 1.
M=Morning. Waalaikumsalam
I= We shall start the interview now. O.k?
M=O.k.
I=Question 1. Do you think CLT approach is effective in language learning classroom
  practice?
M=Yes of course. I agree with that.
I=What do you think of using Communicative Language Teaching approach to enhance
  oral competency in the classroom?
M=I think CLT is basically mm.. Student based rather than teachers based, that one is
  already being introduced so long ago. Communicative language teaching is probably a
  new way of encouraging students to speak more and to get involve more in their
  classroom activities. So of course, when they speak more, they do activities more in
  terms of oral; they will automatically enhance their ability, their proficiency in
  speaking. That's what I believe.
I= Thank you Candidate 1. Now we move on to the next question. How practical is
  Communicative language teaching approach in language learning classroom?
M=In Malaysia especially, English is a second language. So, we have to learn language
  from the beginning. For me, communicative language teaching approach would
  probably help to assist the students to learn English faster, and at the end of the day,
  they will be very very proficient in their language learning regardless of their grammar,
  regardless of their basic structure, but what we are looking for is their ability to
  communicate in another language other than their native language.

Transcript 2
Interview 2 – Nurul

N: Assalamualaikum, this is candidate 5 from Kolej MARA Kulim. I would like to be 5
  but I am 33 years old. I have 11 years of teaching experience..aa. what else do you
  need?
I: How long have you been teaching?
N: Aa.. 11 years ok.. I started at Kolej MARA Banting teaching A level..
I: Your background?
N: oh.. teaching background.. aa.. no no.. education background..
  Education background..aaa.. Where do I start? I have B.A, Bachelor of Arts (in
  Linguistics). In linguistics and Dip ed in TESL and Master of Education in TESOL.
I: Shall we start with the first question? Do u think Communicative Language teaching
  (CLT) approach is effective in language   learning classroom practice?
N: aa.. of course. There are a few reasons why Communicative Language Teaching
  approach is very effective. In fact this is one of my favorite teaching approach. First
  of all it's because it encourage students to speak and we're treating students as the
  main players in the class. So, they are the main actors, they act out whatever activities
  that we throw at them. All right.. so, definitely effective.
I: O.k, thank you for that. So, what do you think of using this approach to enhance oral
  competency in particular in the classroom?
N: Thank you .Pn. Ani… err.. when we talk about oral skill aa speaking skill, o.k..this
   particular skill aa most of our students, Malay students are very shy, so aaa. CLT
   approach is very aa.. effective to enhance our.. the skill especially when students,
   they will become more responsible of their own learning. More responsible means
   they have a choice of what to say and how to say. And then, on top of that, on top of
   that… aa students.. the real communication occurs between students especially when
   they work in small groups. Aa they're able to express their opinion, exchange ideas,
   ok.. aa and on top of that, they are doing some listening skill, they 're able to argue
   their opinion aa other skill involve and they're able to form questions and also to.
   What do you call..to justify their answers. In my case, they're dealing with post
   secondary schools, so, students are they're exposed with the linguistic forms, their
   meanings and functions, and they are able to string their sentences together. So, we
   won't have any problem on using CLT approach. So aa what else, … and then on
   top of that, they know they have to contribute aaaa in their what do you call.. aa their
   answers or their ideas in order to learn. If they don't contribute in this particular
   activities or aaaa lesson, they won't learn. And the best part about this..aa.. aa.. CLT
   approach ok.. they're able to develop strategies of understanding their language. Aa..
   we're not talking about just the grammar, o.k..we're talking about formulating the
   sentence aa using the vocabulary etc etc.. and most of the time based on my
   experience, my 11 years of experience, aa CLT is my favorite approach because I
   feel the motivation. Students are motivated to carry out the lesson.
I: So, you think that this can be done in the classroom? In what way? How practical

Is CLT approach if we are to use it the language learning classroom?

N: er… extremely practical. I would say I'm a slave of CLT approach. The first thing it is practical because of the interaction that we encourage from the students. Aaa even though.. especially.. the weak student, even though they cannot put the sentence together, grammatically correct, but they're able to interact ok aa at least a few words ok.. aand I won't emphasize on aa the grammar it self. I would emphasize on the content, the usage ok. As long as they use the language, we have aaa a successful encourage the students to use the language… it is practical aa.. another thing is because of the teacher's role, we are not as the teacher we don't dominant the classroom, we are the facilitator, we are the initiator, we are just the advisor, we are the mentor , we are the guider. And the best part is we are able to use materials, that comes from authentic thing like aaa.. oh, one thing about CLT they're…not fully structured. You're able to use things like current issues ok so, in my case, students they're towards entertainment, love, so, CLT is ..(to encourage fun and..) yes.. yes..that's one thing. Aa And then, Aa one more thing..the teacher in the class, the presence there is just to establish the situation, to promote communication,   answering and monitoring the rest aa the master of this particular approach is the studntes. They are the one who ….And, one more thing. Pn. Ani, I have to say about this, CLT approach is very practical because when it comes to evaluation, the teacher is able to give instant feedback. Any mistakes or any errors ok.. the teacher might provide some advise..and the teacher may evaluate based on fluency and accuracy where else we cannot do that in grammar classes and writing. Thank you darling.

I: Talking about practicality, how do you feel about applying this in the matriculation context?

N: aa ok.. as we know that students, most of our students they are , they study Sfor hours, Maths for hours, aa and definitely English is just one of the elective course. In order to emphasis on grammar, it's a big NO NO.. they won't enjoy it because of the heavy subject. So, English should be encouraged should be fun and should be cheerful. And they don't want any heavy stuff. And on top of that, we need to prepare students in terms of content and general knowledge so this CLT aa approach is what do you call.. the word is applicable.

I: rite! Very good! That was the last question in the interview. I would like to thank you for your cooperation and for responding in a very good response. Thank you very much.

N: You're welcome.

Transcript 3
Interview 3 – Maya

I: Interview with Candidate 3. Question 1. Do u think CLT approach is effective in language learning classroom practice?

M2: Yes.

I: How practical is CLT in Language Learning classroom?

M2: It is very practical especially when I teach MUET Speaking everything I teach my Form 6 students. It is very effective because it boosts my students confidence to speak English and also at the same time giving them a chance to practice using the target language because …aaa…in case of my students…they…only some of them speak English at home. Most…the majority of the students only speak English in the English classroom or…I want to say here…the…what I mean here is the MUET classroom.

I: What do you think of using CLT Approach to enhance oral competency in classroom?

M2:   It does enhance the oral competency in the classroom because here students are given real life situations and they have to …use a…the target language to communicate their ideas…to give their opinions…to show agreement and disagreement and also to justify their opinions and it is effective in enhancing their language because at the same time students will have to participate in group discussions. Here, not just teachers…aaa…help the students to…aaa…take part in the discussions but also…most of the times…teachers…students themselves help one another so that they will be able to maintain the group discussion and at the same time …aaa…to enable them to come to a…solution whereby they have to reach a consensus to…aaa…as they discuss…aaa…on the topic given to them.

I: Can you give examples of the situations that you have used with your students?

M2:   For example…aaa...well last year…aaa…I gave a situation where my students have to discuss on the…on why a…foreign movies are more popular as compared to local movies and they have to discuss on the umm…the…the type of genre…the genre of the movies for example romance, action packed, horror and so on. And also, they talked on the quality of the acting of the foreign film stars and also they talked about the soundtracks, the songs used in each movies as compared to the ones used in local movies and also they gave…aaa…examples of …aaa…famous foreign movies which they have watched and also…aaa…those movies had given them great impact where…aaa…for example the movie 'Black Hawk Dawn'…'Black Hawk Down' if I'm not mistaken…and also they…umm…they said that foreign movies have qualities in terms of…umm…the length of time spend to create a movie. For example, it takes a year for example to come up with a movie called 'Waterworld'. And also in our country, the time taken to produce a movie is not that long and also the quality of the movies…umm…whereby when we compare local movies and international movies, international movies have a higher quality compared to the local ones. That's what my students said. Then, and also they gave examples of good acting for example as shown by famous actors and actresses like Angelina Jolie,

Appendix 3

    Brad Pitt and so on. That's all I can say for now.
I: Thank you very much.

Appendix 4

Transcript 4
Interview 4 - Siti
I   : Assalamualaikum and Good Morning Candidate 2.
S   : Waalaikumusallam warahmatullahiwabarakatuh.
I   : Can we start the interview session now?
S   : Yes.
I   : Do you think CLT Approach is effective in language learning classroom
         practice?
S   : Yes. I would say yes it is practical in the language learning classroom practice.
I   : What do you think of using CLT Approach to enhance oral competency in the
         classroom?
S   : Okay, in my opinion, I think by using erm.. this CLT Approach, we can actually help student, in terms of ar.. make them speak because usually, in the communication classroom, the teacher will have the problem to make sure that the student will be able to give a response when we ask them questions or even when we ask them to give opinions also into the matter. Because usually the students, they are very conscious of the grammar err.. assess whether the the work or or the opinion that they are going to give later is grammatically corrector or not. So in my opinion, I think in this case, if the teacher's focus is to make sure that the students are able to communicate well and to be able to give their opinion. I don't think that they have to focus more on the grammatical aspect of the matter. That to make sure the student can actually give their opinion and share their opinion with their classmates and in that particular occasion is more important. So I think, erm.. in order for us to enhance their communication skill, we don't have to every other minute to make correction to their statements and so on. So in this case, I think if we should encourage them to speak up more.
I   : How practical is CLT Approach in language learning classroom?
S   : Okay. Back to my answer in Question 2. Okay, ermm.. How practical is CLT? In this case, in my opinion, because CLT is more focusing on the student's ability to speak rather than looking at the grammatical error and so on and so false. So in this case, err the student would be more encourage to speak if the teacher did not just focus on the grammar, and then err when they give their opinion. The teacher will listen and focusing on the opinion given by the student rather than focusing on the grammatical error, grammatical mistake that they make when they give their opinion. So in this case, I think ermm language learning in the classroom err can be you know proceed easily err rather than we use other methods in the language teaching classroom. (Pause = 2 seconds) Yes, CLT is practical in my classroom because with it my students are able to share their opinion more. They are more active in class and with it I think err the target of English class of having the student to communicate err with their friends in English can be achieved.

Appendix 4

I   : Can you give me examples of activities that promote Communicative Language
        Teaching Approach in your classroom?
S   : There are few activities that I have done in my class that I think can promote
        CLT in my classroom. For example, group discussion, role-play and sometimes
        communication games like pyramid game.
 I   : What is pyramid game?
 S   :Pyramid game is a game where students are given a situation and they need to
        choose, rank and justify their reason for choosing their answer. The game will start
        individually followed by in pairs, later on in a group of four and so on and so forth
        until towards the end, we will have the whole class participation.

Appendix 5

CODING STANDARDS

<u>MARINA</u>

SC – STUDENT CENTERED
SM – STUDENT'S   MOTIVATION
SI – STUDENT'S INVOLVEMENT
OC – ORAL COMPETENCY
A – ASSIST STUDENT'S LEARN LANGUAGE

<u>NURUL</u>

SM –
SC –
LA – LEARNING AUTONOMY
LA –
AUT – AUTHENTICITY
GD – GROUP DISCUSSION
OC – ORAL COMPENTENCY
  → EXPRESS OPINION
  → ENCHANGE IDEAS
  → ARGUE
  → FORM QUESTIONS
  → JUSTIFY
  → STRING SENTENCES TOGETHER
  → CONTRIBUTE IDEAS
  → DEVELOP STRATEGIES IN FORMULATING SENTENCES

SI – STUDENT INTERACTION
TR – TEACHER'S ROLE
  → FACILITATOR
  → INITIATOR
  → ADVISOR
  → MENTOR
  → GUIDER
AM – AUTHENTIC MATERIALS
  → CURRENT ISSUES

F – FLUENCY
SC –

Appendix 5

MAYA

SM –
O – OPPORTUNITY
AUT –
OC – ORAL COMPENTENCY
→ COMMUNICATING IDEAS
→ GIVE OPINIONS
→ ARGUE
→ JUSTIFY
→ PEER TUTORING

SITI

OC – ORAL COMPETENCY
→ GIVE OPINION
→ SHARE OPINION
F – FLUENCY
SM –
SC –

	METHOD: INTERVIEW				**Coding Table**
	CASE				
Candidate	**A (Marina)**	**B (Siti)**	**C (Maya)**	**E (Nurul)**	
Age	35	33	33	33	
Sex	F	F	F	F	
Marital Status	M	S	S	M	
Occupation	Lecturer	Lecturer	Lecturer	Lecturer	
Working Experience (yrs)	4		8	11	
Subject	MUET/ Matriculatn	MUET/ Matriculatn	MUET/ STPM	MUET/ Matriculatn	
Familiar w CLT	Yes	Yes	Yes	Yes	
Q1 Do you thk CLT apprch is effective in language learning c/r practice?	Yes	Yes	Yes	Yes -encourage std to speak -main player -try out actv	
Q2 What do u thk of using CLT approach to enhance oral comptecy in the c/r?	-std based -encourg std to spk more -involve in class actv -enhance proficiency	-make std speak -conscious of grammar -comunicate well -able to give opinion -X focus on grammar -techrs don't correct grmr -should encourage thm to spk	-enhance oral comptecy -comunicate ideas -give opinion -show agremt/disagmt -jstfy opinion -grp discsn -maintn gpdscn -come up w solution -reach consenss	-effective -responsible own learning -choose what to say -real cmuncation -small group -xpres opinion -exchg ideas -listng skill -argue opinion -justify answ -string sentc	

			Probing Q: Can you give examples of the situations that you have used with your students? -foreign movie vs local movie	
Q3 **How prcticl is CLT approach in lang. learng c/r?**	-assist std learn Eglsh faster -don't regard gmr, strcture -look for ability to comunicate	-practical -focus on std ability to spk -X focus on gmr -focus on opinion -share opinion -more active	-practical -boost stdt's confidence -chance to practice eng	-practical -X emphsze on gmr -emphsze on contnt,usge -tchr X dominant -as facilitatr, initiator,advisor, mentor, guider -use authntc materials eg curnt issues, entrtainmt, love -tchr to estblsh situatn, pmote communictn, answering n monitoring -stdt r mster -tchr able to gv instant feedbck. -tchr provde advse -tchr evaluate fluency n accuracy *Probing Q;* *Talking abt practicality, how do you feel abt applying ths in the matriculation contxt?* -practical -X emphasis on grammar -prepare stdts in terms of content n general knwldg