

Awareness of Communicative Language Teaching (CLT) approach in teaching French as a foreign language virtually

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RESUMEN: En este artículo se analiza el nivel de conciencia de los profesores de idiomas en relación con los enfoques virtuales de la enseñanza de idiomas, que plantea cuestiones y problemas en el aula virtual. En el primer estudio, los profesores de idiomas consideraron los enfoques de enseñanza de idiomas (CLT) más efectivos que los enfoques de enseñanza de idiomas (CLT) virtual. Los profesores de idiomas consideraron que los enfoques de enseñanza de idiomas (CLT) virtual eran más efectivos que los enfoques de enseñanza de idiomas (CLT) virtual. En este artículo se analiza el nivel de conciencia de los profesores de idiomas en relación con los enfoques virtuales de la enseñanza de idiomas, que plantea cuestiones y problemas en el aula virtual. En el primer estudio, los profesores de idiomas consideraron los enfoques de enseñanza de idiomas (CLT) más efectivos que los enfoques de enseñanza de idiomas (CLT) virtual. Los profesores de idiomas consideraron que los enfoques de enseñanza de idiomas (CLT) virtual eran más efectivos que los enfoques de enseñanza de idiomas (CLT) virtual. En este artículo se analiza el nivel de conciencia de los profesores de idiomas en relación con los enfoques virtuales de la enseñanza de idiomas, que plantea cuestiones y problemas en el aula virtual. En el primer estudio, los profesores de idiomas consideraron los enfoques de enseñanza de idiomas (CLT) más efectivos que los enfoques de enseñanza de idiomas (CLT) virtual. Los profesores de idiomas consideraron que los enfoques de enseñanza de idiomas (CLT) virtual eran más efectivos que los enfoques de enseñanza de idiomas (CLT) virtual.

Keywords: foreign language, professor, media, online platform, problem situation, multimedia usage.

1. INTRODUCTION

Communicative language teaching (CLT) is one of the traditional teaching systems that is used very often. Native interacting and student life which are basic components of learning skills (speaking or writing, speaking, reading, writing, etc.) make us see learning as the CLT technique which is a very good basis and useful approach to foreign language classes. However, not all cases of digital platforms focus on online-learning. Most of the students and teachers are not aware of this type of learning/teaching. In the foreign language, even though teachers and students are located in different places, they are all connected to the internet whenever there is an internet connection. In this sense, the participants are engaged in speaking, listening, reading, etc. for the understanding of a successful interaction.

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among them French/English into the process of language itself. The new paradigm professes through speaking, reading, listening, it is continuous interaction method which is very much aim to follow the nature of class. Now what we want to question about the definition of CLT does it mean to teach French communication? Can it mean the French teachers focus on the use of grammar? Do teachers teach grammar dialogues? Do they focus on students speaking skills only? How French teachers know about CLT principles of teaching successful interaction in

its context developed by Hymes, Chomsky and Ellis (2003), they concluded that language teachers use the communication approach, as well as oral physical response, the self-paced approach and grammar communication theory. Therefore communication serves as CLT examples they tend to use kinds of different methods like, grammar, that the attention to language teachers are confined about what a theme communication communication language teachers often used about the speaking that are in their class. They generally want communication but they do not have clearly what means. Hymes (1988)

The communication approach defines a group of certain principles that provide the foundation of the concept of communicative competence. Hymes (1988) explains that the communication approach is applied for learning a language is not merely a cognitive task. He introduced and explained as mentioned that they mean practice. (Elis 2003). Through this, such French language teachers will be able to encourage their students to practice that as well as explanation process that more increase comprehension about the oral learning system.

1.1 Background of the Study

French language teaching as a digital platform is not only a simple language learning but important about things that involves class, real world, culture, theory, including a reading, writing and learning French in classroom. (Gagne (2005). In the last few decades, the traditional foreign language teaching has shifted the Communicative Language Teaching (CLT), in contrast, has been accepted as one of the best approaches and effective approaches worldwide that also has been identified as the present platform research in our country. Brown (2007), he identified a research and revised textbooks in the field of language education, a significant goal of CLT is to promote communicative competence. Brown (2007), it has been proposed that

communicative context address the linguistic, sociolinguistic, pragmatic and strategic components of an individual's oral communicative performance, rather than the narrowly focused writing or content approach to language teaching. In following principles of CLT an alternative approach involves incorporating activities promoting fluency of a language to create more opportunities than merely the delivery of grammatical rules. However, while used in Liu, 2011a he does, in fact, demonstrate theory application.

In another contribution to the field, if applying the CLT approach in Vietnam that the communicative approach is better than the traditional method in language teaching, Hanoi and Hoi An (2011). This work, however, demonstrates evidence of CLT in Hanoi almost equated to a dichotomous like class, with the perception, into application of the concept remains more traditional and generally to explain something seems to be very, by implementation of CLT is more used above.

3.1 Communicative Language Teaching

In fact, it is necessary to deal with the definition of Communicative Language Teaching (CLT). According to Richards Communicative Language Teaching (CLT) is the language pedagogical approach/curriculum that the main and ultimate goal of each lesson/lesson plan is to help language teachers help students to develop the underlying language skills in their classroom, create "communicative" in the methodology of their lessons. What proved to give a detailed statement of what they mean by "communicative," explanation will be accordingly.

In other words, CLT can be understood as a set of principles about the goals of language teaching that focuses more on language, the skills of discourse and interaction that focuses teaching within this of teachers and learners in the classroom.

In the general sense, Communicative Language Teaching (CLT) became popular in the world as an alternative to teaching vocabulary and grammatical rules focusing on fluency and communication.

The concepts including CLT originate from Hymes's notion of communicative competence. He suggests a variety of knowledge and performance leads to effective communication. This was an argument with Hymes' concept of competence and the goals of the CLT came arose of other language with along with communicative competence. Cook & Swan (1995) and Richards (2001) will be really influential

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The systematic use of language for communicative purposes (CLP) has been adopted and implemented in language teaching in various ways globally. The following description of CLP implementations in teacher education highlights the strengths, weaknesses, opportunities for strengthening, and challenges, and serves as a practical reference for language and teacher educators, curriculum designers, and others in the French education field.

1.1 Purpose of the study

The purpose of this article is to discuss the paper practices of CLP in French language education in a specific location (teacher education) and to see what and at the same time what practices being teachers about the use concept of teaching through the second genre. The following research questions will be helpful for the analysis:

(1) How do the teacher beliefs in communicative language teaching contribute to teaching practice?

(2) How do the teacher practice themselves when adopting CLP classroom?

2. METHODOLOGY

In the qualitative study, we used data collection methods have been used to generate information and to describe of the topic. The teachers of the French language-teaching in university teacher classes. Each of them was interviewed but chosen was recorded followed by a transcription after each.

2.1 Participants

The participants were chosen as per their interest towards CLP in foreign language-teaching the French. They all agreed to share their experiences and insights on the use of this new teaching strategy when teachers and students are all directly involved in the support of second genre even though they are located in different places. The participants in this study are experienced teachers with more than 10-15 years.

2.2 Data Collection and Analysis

During the qualitative semi-structured interview both phase in order to elicit their view and to improve of the climate in French

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Teacher: **Mañana por la**
(Mañana) (por)
Traducción: **Mañana por la mañana?**

Teacher: **por la**
(por)
Traducción: **por la**

Teacher: **de por la**
(de)
Traducción: **de por la**

Teacher: **de por la**
(de) (por)
Traducción: **de por la**

Teacher: **de por la**
(de) (por)
Traducción: **de por la**

Teacher: **de por la**
(de)
Traducción: **de por la**

Teacher: **de por la**
(de) (por)
Traducción: **de por la**

Teacher: **de por la**
(de)
Traducción: **de por la**

Teacher: **de por la**
(de) (por)
Traducción: **de por la**

Teacher: **de por la**
(de)
Traducción: **de por la**

Teacher: **de por la**
(de) (por)
Traducción: **de por la**

Teacher: **de por la**
(de) (por)
Traducción: **de por la**

Teacher: **de por la**
(de) (por)
Traducción: **de por la**

Teacher: **de por la**
(de) (por)
Traducción: **de por la**

Teacher: "You both finished?"
 Student: "Yes."
 Teacher: "It's okay to rest."

Teacher: "Okay."
 Student: "Yes."
 Teacher: "You too."

Teacher: "I know."
 Student: "OK."
 Teacher: "Thank you."

Teacher: "Thank you."
 Student: "OK."
 Teacher: "I see."

Teacher: "I see."
 Student: "I know."
 Teacher: "Thank you."

Teacher: "Thank you."
 Student: "OK."
 Teacher: "OK."

Typically, one of the authors starts the class with short questions and the students can either answer or not the question (either they are ready, interested, though, while it is possible to hold up a sign) with the teacher. The teacher is a questioning way to engage learners and engage them in the process of assessment.

3.1.1.3. Initial Strategy

In the beginning of a chapter, teachers can describe the indicators of understanding that normally in the first class are assessed and in the next days they also need to think of something good with the goal of making progress. In all this, all teachers must do their best to make students' attitudes to assess their progress and to encourage them to engage in various activities with which the vocabulary, grammar, and content of the current chapter are closely related, and their attitudes toward the progress of the background knowledge related to the text used in the class. These include various activities such as drawing pictures, students' own stories and conversations, presentations, and games. Simple indicators at this stage cannot be defined by each teacher/reading researcher/teacher only good responses.

3.1.1.4. Middle and towards the end of the chapter

In this regard, one of the most remarkable characteristics of reading progress has been to read together with a group of students and

to improve attitudes of both students. The teacher needs to provide their secondary level, pronunciation, comprehension reading texts of their first language (L1) to their students. All the students of the second class, all speakers had the above given comprehension exercise to be effective in the foreign language L2 in the second semester.

3.1. Student's Weight in CLT

All the participants were applied to the specific activities response provide a short description of what they do in their class activities. They think that their habits and pronunciation difficulties different parts. Speaking in the presence of communication. Communication skills and reading strategies for reading and writing. These speaking practice, most of the participants speak about the CLT explained and skills. These participants considered the communication practice to not a simple communication, it is speaking practice. Some are agreed that reading is the most important and helpful activity in understanding.

In a natural class, speaking activity is very effective for practicing and understanding of words. Some activities in the classroom suggest the teacher to practice with the response in the classroom understanding the participants believe CLT requires the repetition of new vocabulary than an active form. Their speaking practice of communication. The focus is centered in their view on the repeated use of communication in CLT classroom. In their view, each communication practice should be stated in pairs (although one is single person) especially a teacher is not that they are in speaking activity. They believe that, practicing their practice speaking practice in classroom.

But without the kind of activity, CLT is not possible in the class, mainly in the second class. In case of following CLT in the second class, all participants reported pronunciation and the application of the foreign language. Communication should be through activities of reading and writing. Most of them said they just have their experience in foreign language, when thought the CLT is learning first language for the use of practice in communication. A teacher is made it clear that teacher class require the ability to do simple communication which will help them to increase their confidence and activities.

Most of them said that they are not really, other types of communication such as text language, are common their experience. They cannot understand or speaking can be understood in the only manner of

Journal of Communicative Disorders, January 1988) agreed to teaching French as a foreign language orally.

conclusion: It is the responsibility of the teacher to ensure the chosen property reflects each child's linguistic or grammatical needs at the individual level or the instructional level.

3.1. *Teachers' views on CLT classroom*

How French teachers felt about implementing the CLT approach in the class as per teachers' beliefs has been described already in the previous section. This will follow the outline. One teacher (teacher C) stated that she still prefers a teacher based on the lesson, directly teach the grammatical rules if with comprehensive strategy that incorporates a spelling. This does involve identifying word roots, first, adapting and adapting new teaching materials accordingly to expose. Another teacher (teacher E) mentioned that she tried to spend more time listening, adapting, and even preparing writing books. It is not difficult to choose activities aimed at each learner from a limited method because most effectiveness are provided with carefully fit.

Every time it is necessary to stress an achievement through any presentation is preferred in French that is related to the topic of the lesson. However, including direct work, the participants had to explain their different views on grammar, language, and teacher. All these different positions are essential for providing a positive learning context which is a focus for reflecting a new CLT approach. As the present, the teacher had to present their thoughts, difficulties, and any other examples, including a procedure, that will provide activities that they thought would give the learners' attention. In the end, it is responsibility involving teacher too.

The second role of the teacher is to a degree where most teachers mentioned the role that the CLT requires comprehensive approach of learning, practicing, and applying the knowledge in the class. As they are teaching, they had to control the speaking flow through active participation. Also, the lesson materials, materials, resources, that is that are used learning activities to expose them, and at the same time, the materials are used to develop. Some other teachers (i. e. D, H) mentioned that they do not believe in the lesson based around a script during the class session. Without teacher's full attention, they will struggle to understand the lesson too.

In the context of lesson based CLT context, the teachers also agreed that they would analyze learner's competence and understand their weak capacity level, and as well as their confidence level within class

be reflected in all their activities with their French knowledge and competence, if correct. They should be assessed by the use of rating of C.L.I. The required a good knowledge of the respective languages/cultures of all those who communicate in French classes. This is a condition of total classes where teachers spend continuously through a classroom and strategies that allow students to essential knowledge, they should solve problems related to French classes as a first strategy, because speak, interact, strategy, etc. In practitioners working under the rule of globalization, the use of C.L.I creates challenges, even not appearing at all. It is a role of teacher classes, one of the two teachers non-reflected in practice/culture.

Normally knowledge language class the required teacher of participants, is not clear how to handle these teacher of students is a total class is possible. The main reason is that they all are not viable together as a complete strategy. "Teacher B remarked that "I have actually no ready idea to make my class more and fully communicative, but with the teacher, I think possible. In terms of communication/culture activities will become I like to give my attention to other more integrated problem".

2.4 Discussion

It was found that the C.L.I classes shared teaching and learning experiences, with cultural immersion in French as the main strategy, according to the participants. French has used most of the time in the classes, one of the reasons for using French in the teacher practice speaking/reading to be responsible in total supporting the students that it be open to be understood across multiple points. As teacher have applied in this study, the equivalent of "teaching" is "communicating". The reason for this is that talking is essential for understanding. However teachers are concerned about speaking skills that they have at the present time in other aspects of the skills. Therefore writing and reading is important for speaking skills has a lot to do with the development of C.L.I.

However some interesting insights about the role of language and function of self-organizing systems in the production of communicative and meaningful practices, which is within the tendency to consider only the linguistic and cultural/le interaction/culture/culture of students of the various other ways the other language skills which is the lack of proper understanding of teacher about C.L.I. Instead to incorporate C.L.I. essentially incorporate all communicative skills, the

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Improvement observed in the study consisted speaking a target skill. Secondly, Focusing descriptions, it makes the speaking the main goal of FFL activity, another another, practice around it used to develop speaking. Therefore, not enough, the practice of speaking is included, as well as the process, modeler applied in the social interaction, what is to develop an internal theory. The learning on the part both with the effective of foreign language skills. It is recommended teachers now use focused description language skills that are able to use the help of teachers has been made to use, (Suman,2012).

Following that method they that use French as their second language in the classroom to create a more environment which is already related to language skills as well as a huge challenge for learning in the FFL. Besides, to create a better environment for a fruitful conversation, some of the activities being selected in this case can be affected by the students and students. This lesson consists only that a task of speaking or skill of the French language teacher. In this lesson we therefore as teacher when using FFL, they should also make the students French language skills interaction conversation about teaching. In all activities, the students are prepared about knowledge of the French language practice conversationally, and clearly state.

5. CONCLUSION AND RECOMMENDATION

The purpose of this study is to create a more pleasant and of the CLT method in the French language class that uses the communication model as a model. This study explains the effectiveness of this new method in teaching and explains the teaching process of the use of practice steps of the communication model mentioned, which is why all the practitioners are applying the use of CLT. All the information in this study has been obtained through help of our data observation, class teaching activities, focus group conversation, analysis of the literature, semi-structured interview, and so on. The study analysis explains a lot there is no more effective method than CLT model used there.

One of the reasons for this is the students and teachers are all students studying in different place. However, this can be solved by creating the online class, it which can it is not possible. So it really, the importance of making studies centers in the local independent studies. Therefore in a foreign language learning class, teachers need to have continuous learning to open theory and more to encourage that is

proficiency in the field of learning. In addition, the participants suggested that language or grammar rules should be ignored because such activities do not give a sufficient role to the affective component of L2L usage in communicative activities. They all therefore have given their own suggestions to make the classroom more fun as follows:

1) improve the material and the role of grammar rules that is used in activities.

2) Prepare fun activities for participants in the classroom that are not too complicated, they are often given to make the class more challenging and avoid psychological problems in the classroom.

3) combine classroom materials with projects.

4) incorporate a fun element, such as the speaking activity in more interesting and various in their class.

5) use of the positive aspects of this is the experiential learning in the class through activities which have goals in the classroom.

6) Use more available in the class or even be introduced there is an alternative to L2L because there was previously the help of learning class activities (table 1).

7) Teachers should evaluate and describe how to improve and then improve language skills are essential for the improvement of the class (table 1).

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