



# Communicative Language Teaching (CLT) Into Practice



Saptina Retnawati, S.Pd., M.Pd  
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# Communicative Language Teaching (CLT) Into Practice

"Communicative Language Teaching (CLT) into Practice" is a comprehensive guide designed to help language educators, curriculum developers, and education students translate the principles of Communicative Language Teaching (CLT) into practical classroom strategies. The book begins by exploring the origins and evolution of CLT, emphasizing the use of language as a communicative tool rather than just focusing on grammatical accuracy. It delves into the core principles of CLT, such as authenticity, interaction, and learner-centeredness, and illustrates how these can be integrated into lesson planning to create a more engaging and effective learning environment.

The book provides a wealth of practical strategies, offering detailed examples of classroom activities and exercises aligned with CLT principles. These include role-plays, simulations, group discussions, and problem-solving tasks that encourage active student participation and real-life communication. Additionally, it addresses the challenges of assessing language proficiency within the CLT framework by suggesting alternative assessment methods that focus on communicative competence, such as performance-based assessments, peer evaluations, and self-assessment tools. The book also explores the role of technology in modern education, discussing how digital tools and online resources can enhance CLT practices.

Featuring real-world case studies and examples from diverse educational settings, "Communicative Language Teaching (CLT) into Practice" offers practical insights and inspiration for implementing CLT successfully. It acknowledges potential challenges, such as resistance to change and lack of resources, providing solutions and strategies for overcoming these obstacles. The final section considers the future of CLT, exploring emerging trends and innovations in language teaching. By combining theoretical insights with practical advice, this book empowers educators to create more engaging, effective, and communicative language learning experiences for their students.



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Dilarang memperbanyak atau memindahkan sebagian atau seluruh isi buku ini dalam bentuk apapun dan dengan cara apapun, termasuk memfotokopi, merekam, atau dengan teknik perekaman lainnya tanpa seizin tertulis dari penerbit.

## PREFACE

In the name of Allah SWT, the Most Gracious, the Most Merciful, we offer praise and thanksgiving for His presence, who has bestowed His grace, guidance, and inayah upon us, so that we can complete this book so that it can be presented to readers. In this book we try to discuss in more depth the topic “Communicative Language Teaching (CLT) Into Practice”.

We also want to express our gratitude to all parties who have helped and supported us during the process of writing this book. This book was prepared with the aim of providing deeper insight into communicative language teaching.

This book consists of several parts, including the following

- Unit 1 Developing Oral Communication Skills
- Unit 2 Enhancing Listening and Speaking Skills
- Unit 3 Writing for Communication
- Unit 4 Integrating Reading for Meaning
- Unit 5 Assessment in Communicative Language Teaching
- Unit 6 Professional Development and Reflection

In arranging this book, the writer truly get lots challenges and obstructions but with help of many individuals, those obstructions could pass. Writer also realized there are still many mistakes in process of writing this book.

Because of that, the writer says thank you to all individuals who helps in the process of writing this book. Hopefully Allah replies all helps and bless you all. The writer realized that this book still imperfect in arrangement and the content. Then the writer hopes the criticism from the readers can help the writer in perfecting the next book. Last but not the least hopefully, this book can help the readers to gain more knowledge.

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# UNIT 1

## DEVELOPING ORAL COMMUNICATION SKILLS

### A. Strategies for Promoting Speaking Fluency and Accuracy

Promoting speaking fluency and accuracy in Communicative Language Teaching (CLT) involves employing a variety of strategies that prioritize meaningful communication while also addressing the need for linguistic precision. CLT emphasizes the importance of providing learners with ample opportunities to engage in authentic and purposeful communication, thereby facilitating the development of both fluency and accuracy in speaking. Here are some strategies commonly used in CLT to promote speaking fluency and accuracy:

#### 1. Task-Based Activities

Task-based activities provide learners with real-life communication tasks that require them to use the target language to achieve a specific goal. These tasks can include role-plays, information-gap activities, problem-solving tasks, and discussions. By engaging in meaningful communication tasks, learners focus on conveying messages and ideas effectively, which promotes fluency. At the same time, teachers can provide feedback on accuracy during and after the task completion, helping learners improve their language accuracy (Ellis, 2003).

Task-based activities are fundamental components of Communicative Language Teaching (CLT) that facilitate the development of speaking fluency and accuracy in language

# UNIT 2

## ENHANCING LISTENING AND SPEAKING SKILLS

### A. Techniques for Improving Listening Comprehension

Improving listening comprehension is a crucial aspect of language learning, especially in Communicative Language Teaching (CLT) where the focus is on developing communicative competence. CLT emphasizes the importance of understanding and producing language in real-life contexts, making effective listening skills essential for successful communication. Several techniques can be employed to enhance listening comprehension in CLT.

One effective technique is the use of authentic listening materials. Authentic materials, such as podcasts, radio broadcasts, interviews, and videos, provide learners with exposure to natural language use in real-life situations. By listening to authentic materials, learners encounter authentic accents, speech patterns, vocabulary, and cultural references, which helps them develop their listening skills in context (Field, 2008).

Authentic listening materials play a pivotal role in improving listening comprehension within the CLT framework. These materials offer learners exposure to genuine language use in real-world contexts, providing an immersive and authentic learning experience. Podcasts, radio broadcasts, interviews, and videos serve as rich sources of authentic language input, allowing learners to engage with a variety of accents, speech

# UNIT 3

## WRITING FOR COMMUNICATION

### **A. Approaches to Teaching Writing as A Communicative Skill**

In Communicative Language Teaching (CLT), writing is viewed as a communicative skill that enables learners to express themselves effectively in written form to achieve meaningful communication goals. Unlike traditional approaches that focus primarily on grammatical accuracy and sentence-level structure, CLT emphasizes the importance of teaching writing as a tool for real-life communication and interaction. Several approaches are employed to teach writing as a communicative skill in CLT, emphasizing authentic communication, task-based learning, and learner-centered instruction (Nunan, 1989).

One approach is the use of communicative writing tasks that mirror real-life writing situations. Learners engage in writing activities that require them to produce written texts for specific communicative purposes and audiences, such as emails, letters, reports, or blog posts. By focusing on meaningful writing tasks, learners develop the ability to convey information, express opinions, and communicate ideas effectively in written form (Nunan, 1989).

Another approach is task-based writing instruction, where learners engage in writing tasks that are linked to real-life communication tasks. In task-based writing activities, learners are presented with authentic writing tasks, such as writing a restaurant review, creating a travel itinerary, or composing a job application letter. These tasks require learners to use language

# UNIT 4

## INTEGRATING READING FOR MEANING

### A. Strategies for Developing Reading Comprehension Skills

In Communicative Language Teaching (CLT), strategies for developing reading comprehension skills focus on engaging learners in authentic reading activities that promote both comprehension and meaningful interaction. These strategies aim to help learners understand and interpret written texts effectively while also developing their communicative competence. Several approaches and techniques are employed to achieve these goals.

One strategy is the use of authentic reading materials that reflect real-life contexts and topics of interest to learners. Authentic materials, such as newspapers, magazines, websites, and literature, provide learners with exposure to natural language use and cultural insights. By engaging with authentic texts, learners develop their reading comprehension skills while also expanding their vocabulary and cultural knowledge (Richards & Rodgers, 2001).

The strategy of using authentic reading materials in CLT is foundational to fostering reading comprehension skills effectively. Authentic materials mirror real-life contexts and encompass topics that are relevant and engaging for learners. These materials can include a wide range of sources such as newspapers, magazines, websites, and literature, each offering unique insights into language use, cultural nuances, and societal perspectives. By immersing learners in authentic texts, educators

# UNIT 5

## ASSESSMENT IN COMMUNICATIVE LANGUAGE TEACHING

### A. Principles of Communicative Language Assessment

Communicative Language Teaching (CLT) emphasizes the importance of assessing language proficiency in a way that reflects learners' ability to communicate effectively in real-life situations. Assessments in CLT focus on evaluating learners' communicative competence, which encompasses their ability to understand and produce language in meaningful contexts. Several principles guide communicative language assessment in CLT:

#### 1. Authenticity

Assessments should mirror real-life language use as closely as possible, with tasks and materials that resemble authentic communication situations. Authentic tasks may include role-plays, information-gap activities, discussions, and presentations, where learners demonstrate their language proficiency in contextually meaningful ways (Bachman, 1990).

Authenticity in communicative language assessment is paramount to ensure that learners are evaluated based on their ability to effectively use language in real-world situations. Authentic tasks and materials closely resemble the language and communication contexts learners are likely to encounter outside the classroom, providing a more accurate reflection of their communicative competence (Bachman, 1990).

# UNIT 6

## PROFESSIONAL DEVELOPMENT AND REFLECTION

### A. Continuing Professional Development for Language Teachers

Continuing professional development (CPD) for language teachers refers to the ongoing process of enhancing their knowledge, skills, and practices throughout their careers. It encompasses a range of activities and opportunities designed to support teachers in staying updated with current trends, methodologies, and research in language teaching, as well as improving their teaching effectiveness and promoting reflective practice. Here's an explanation along with some references:

#### 1. Workshops and Seminars

Workshops and seminars offer language teachers opportunities to engage in focused learning experiences on specific topics or areas of interest. These sessions may be facilitated by experts in the field or experienced educators and cover a wide range of subjects, from language teaching methodologies and pedagogical approaches to assessment strategies and technology integration. Workshops and seminars provide teachers with practical ideas, resources, and strategies that they can apply directly to their teaching practice (Richards & Farrell, 2005).

Workshops and seminars are integral components of continuing professional development for language teachers, offering them valuable opportunities for focused learning and skill enhancement. Here's an extension of the importance

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