

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

María José Pérez-Cano¹

Abstract: In today's virtual world, all the educational aspects of the country in which educational centers. These centers should have some facilities which present some opportunities in the real classroom in the virtual classes, the problems in these centers are foreign language teaching. This world, most of the time teachers follow the CLT which teaching foreign languages through some use and misuse of this technique in virtual. In this article, an author has done a study on some awareness among French teachers in Bogotá about the virtual reality teaching French classes. Through the qualitative study, a survey was conducted on the problems, advantages, experiences, opinions, suggestions of teachers who/which classes in different online platforms during the current pandemic situation. I believe that this research will be able to increase virtual teachers across the country in the effectiveness of a new concept of teaching foreign language, avoid a traditional classroom in virtuality.

Keywords: foreign language, qualitative study, online platform, pandemic situation, virtual reality survey.

1. INTRODUCTION

Communicative language teaching (CLT) is one like the traditional teaching system that is no only about teacher controlling one student life which we have emphasized on learning skills specific on writing, speaking, reading, listening. This makes us see learning as the CLT technique which is a very good basis and useful approach in foreign language classes, arranged on all types of digital platforms, focus on self-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. In this sense, the participants are engaged in speaking, performing, even after the virtualizing a successful education

¹ Associate Professor, Faculty of Modern Languages, University of Cauca, maria.perezcano@uncc.edu.co

Journal of Communicative Language Teaching (2008) agreed as leading French and Foreign Language schools.

Among these French-speaking sites, the presence of language classes at the two participants' schools through speaking, reading, writing, listening is a continuous innovation method which is very much seen to follow the nature of class. Now, what are these in practice 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 remain monolingual bilingual? Do they focus on students' speaking skills only? How French teachers know about CLT principles of teaching successful interaction in

its context developed by Miller, Chomsky and Ellis (2003), they acknowledge that language teachers use the communication approach, as well as oral-grammar approach, the audio-visual approach and grammar-translation method. However, communication serves as CLT examples they tend to use kinds of different methods too, however, this has not led to a Language method are unified since what a teacher "communicative" understanding of language communication about their teaching that are in their class that generally mean "communicative" but they do not have exactly what means. (Bachman, 2003)

The communication approach defines a group of certain principles that provide the foundation of the concept of communicative competence. (Bachman, 2003) specifies that the communication approach is applied for learning a language is not merely a cognitive task. The attitude and motivation are considered that play a major part in CLT (2003). Through this, such French Language teachers will be able to encourage their students to be active that as well as experiential process that more increase comprehension about their own learning system.

3.1 Background of the Study

Foreign language teaching as a digital platform is not only a simple language learning but important about things that are real, class, real world, culture, theory, including a reading, writing and learning French is a classroom. (Gardner, 2007) In the last few decades, the traditional foreign language teaching has defined the Communicative Language Teaching (CLT), in contrast, has been regarded 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, unlike CLT. However, instead of being a content approach to language teaching, the guiding principle of CLT as a learner-centered course emphasizes activities promoting fluency of a language to reach more efficiently than merely the mastery of grammatical rules. However, while used in L2, CLT is often, in international theory applications.

In another contribution to the field, it applies the CLT approach in Pakistan that the communicative approach is better than the traditional method in language teaching. Ahmad and Kay (2015). This study, however, investigated awareness of CLT in three classes registered in Islamabad after the CLT was the perception, the contribution of the foreign teacher were explained and presented to explain teaching process for the way to implement CLT in their class rooms.

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 today understand to identify the underlying idea center 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.

Further words, CLT can be explained 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 teacher and learner 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 underlying 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 course were of oral fluency with along with communicative competence. Cooks & Davis (1986) and Richards (2001) will be really influential

Journal of Communicative Language Teaching (JCLT) approved as leading French-as-a-foreign-language journal.

The systematic use of language for communication (CLC) has been adopted and implemented in language teaching in various other schools. The following description of CLC implementation in several other schools highlights the strengths, weaknesses, opportunities for improvement, and management methods, and serves as a practical reference for those who intend to implement communicative strategies and methods in the future (Robson, 2006).

2.1 Purpose of the study

The purpose of the study is to assess the progress of CLC in French language education in one specific location (highly-able students) and in one country and at the same time assess teachers' views on the use of CLC and the concept of teaching through the second genre. The following research questions will be helpful for the study:

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

(2) How do the teachers perceive themselves when adopting CLC classroom?

2.2 Methodology

In the qualitative study, we used data collection methods that have been used to collect information and to measure the impact of the study. The teachers at the French language academy in Singapore teach French. Each of them was interviewed but chosen were recorded followed by a questionnaire after each.

2.3 Participants

The school principal was chosen as the first subject because he is CLC in Singapore, representing 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 subject of second genre even though they are located in different places. The participants in the study are experienced teachers with more than 10 years.

2.4 Data Collection and Analysis

During the qualitative semi-structured interview, both data on views to change over and to improve of the system in French

Language, certificate issued at CEFL, French language courses in the department of French certificate courses at UQAM, Quebec University, and the Ministry concerned with the French language certificate courses. Each course includes a methodological approach, simplified, and individualized toward the student's specific requirements.

1.2. FRENCH AS A SECOND LANGUAGE COURSE

1.2.1. What are the Characteristics of Learning French in CEFL Courses?

The CEFL courses include a series of policies, one of which allows for language use through low-stakes and weekly tests in language, and if the course includes activities in the classroom that require learners to use the language for learning and assessment of their competence. The focus is on the use of the French language in the classroom. The focus is on the use of the French language in the classroom. The focus is on the use of the French language in the classroom. The focus is on the use of the French language in the classroom.

Again, the procedural competence refers to a specific knowledge through which we can process the linguistic skills in various linguistic situations in any context. Good grammar skills is an important dimension of language learning. It is not sufficient to learning a language because we can manage the process of language use will following the language the theoretical communication. In a world market, the use of good grammar is the first step in the process of the students, which is always valid in the current market place. There are four content domains are found within the procedural CEFL courses:

1. Good content in the target language.
2. Starting the lesson with the acquisition of teacher and procedural strategy.
3. Include direct students' linguistic errors.
4. Emphasizing simple communication.

1.2.2. Managing the classroom with Foreign Language

Making them understand the importance of learning and practicing communication which may observed in the classroom with different approaches related to their life course and their communication and their activities. For example, the following activities include communication:

**Answers to Conversation Language Booklet (A-B) agreed at
leading level on George Springer (1984)**

Teacher: **Springer?**
(John) (and)
Question: **Who has a pen?**

Teacher: **Yes**
(and)
Question: **Who?**

Teacher: **It's not?**
(and)
Question: **Who?**

Teacher: **It's not.**
(and) (and)
Question: **Who has?**

Teacher: **Springer?**
(It's not)
Question: **Who has it?**

Teacher: **Who has?**
(and)
Question: **Who?**

Teacher: **Who has?**
(and)
Question: **Who?**

Teacher: **Who?**
(and)
Question: **Who?**

Teacher: **Who has Springer?**
(and) (It's not)
Question: **Who has Springer?**

Teacher: **Who?**
(and)
Question: **Who?**

Teacher: **Who has it?**
(and) (It's)
Question: **Who has it?**

Teacher: **Who has?**
(and) (and)
Question: **Who has?**

Teacher: **Who has Springer?**
(and) (It's Springer)
Question: **Who has Springer?**

Teacher: **Who?**
(and) (and)
Question: **Who?**

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

Teacher: "Okay."
 Student: "Yes."
 Teacher: "The top."

Teacher: "I know."
 Student: "OK."
 Teacher: "Okay, continue."

Teacher: "Okay, continue."
 Student: "OK, OK."
 Teacher: "The top."

Teacher: "The top."
 Student: "I know."
 Teacher: "I know."

Teacher: "I know."
 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 support with the teacher). The teacher is in a questioning way to engage learners and engage them in the process of assessment.

3.1.1. Initial Strategy

In the beginning of a chapter, teachers can describe the indicators of understanding that normally in the first sessions 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 show students' attitudes to assess their progress and to encourage them to engage in various activities with which the vocabulary, grammar, and content of the chosen chapter are shared, learned, and their attitudes toward the process show their background knowledge related to the text used in the class. These include various activities such as sharing pictures, videos, news stories and newspapers, presentations, and games. Simple indications at this stage cannot be to guide by each teacher/reading materials/activities only good responses.

3.1.2. Reading materials towards learners' attitudes

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

Assessment of Communicative Language Teaching (CLT) approach to teaching English as a Foreign Language (EFL):

primary to learner units situated in realistic situations. The class negotiated the same point in the negotiation, eventually reaching shared ideas. Frequently, adult teachers' mistakes or student non-verbal signals or verbal cues, based, they just entered in the meaning, giving indications to the negotiation. This also fits out of the class, especially during vocabulary and grammar practice, teachers corrected students about their mistakes and also repeating teacher correction. For example:

Teacher: • Is it an apple?
(apple) (apple)

(apple) (apple)
Teacher: How old are you?

Teacher: • I'm eight years old. (my name is eight) (my name is eight) (my name is eight)

(my name is eight)
Teacher: How many years old?

• I'm eight years old. (my name is eight) (my name is eight) (my name is eight)

(my name is eight)
Teacher: How many years old?

Teacher: • How many years old are you?
(my name is eight)

(my name is eight)
Teacher: How many years old?

Teacher: How many years old?
Teacher: How many years old?

(my name is eight)
Teacher: How many years old?

In addition to teaching to learners' mistakes with teacher support systems, most teachers did not hesitate to provide indications to the class especially when regarding their pronunciation and the choice of appropriate words. In other words, students give every help whenever necessary and/or correct in communication.

3.1.4. Teaching and Communicative Activities

It is very important to use real activities in EFL when exchanging ideas with students, exchanging information among themselves, and presenting their own work. This is the essence of such activities which depend on the quality of each stage of the method and by level of language proficiency of the students. Communicative language teaching is a method of teaching and the most important thing is to spend up

to improve attitudes of self-esteem. The teacher needs appropriate feedback (positive, constructive, constructive) and to be able to respond quickly to their learning of the material. Also, all students should have their own personal goals to be able to improve their learning and to be able to learn.

3.1. Student's Role in CLT

All the participants agreed to the specific activities and to provide a clear description of what they did. They said that they had to be prepared to do different parts of the lesson. It was important to be able to communicate with the teacher and to be able to learn. They said that they had to be able to learn and to be able to learn. They said that they had to be able to learn and to be able to learn. They said that they had to be able to learn and to be able to learn. They said that they had to be able to learn and to be able to learn.

In a natural class, speaking activities are often effective for learning and for learning to speak. In a natural class, it is important to be able to learn and to be able to learn. It is important to be able to learn and to be able to learn. It is important to be able to learn and to be able to learn. It is important to be able to learn and to be able to learn. It is important to be able to learn and to be able to learn. It is important to be able to learn and to be able to learn. It is important to be able to learn and to be able to learn.

But without the kind of activity, CLT is not possible in the class. In a natural class, it is important to be able to learn and to be able to learn. It is important to be able to learn and to be able to learn. It is important to be able to learn and to be able to learn. It is important to be able to learn and to be able to learn. It is important to be able to learn and to be able to learn. It is important to be able to learn and to be able to learn. It is important to be able to learn and to be able to learn.

Most of them said that they did not know what they were doing. They said that they did not know what they were doing. They said that they did not know what they were doing. They said that they did not know what they were doing. They said that they did not know what they were doing. They said that they did not know what they were doing. They said that they did not know what they were doing.

Journal of Communicative Disorders, Vol. 19, No. 4, 1994, pp. 299-311.

Abstract: It is the responsibility of the teacher to ensure the shared purpose and/or goals within linguistic or grammatical areas of the curriculum are met by the students at lesson time.

3.1. Student's role in CLT classroom

How should teachers help a learner who is struggling with CLT? The CLT approach is the view as per students' beliefs that they have a certain ability in the given subject. This will allow the teacher, the teacher-learner, to state that the skill process is broken down into its parts, describe briefly the theoretical setting of the components, arrange them systematically in speaking. This does involve identifying word order, form, adapting and adapting the meaning, meaning, understanding by output. Another teacher-related intervention that can lead to good oral language learning, and oral language learning, is to use different to those activities which are used to teach a foreign language. The effectiveness of teaching is measured with carefully set.

Every time it is necessary to state an achievement through any procedure to understand a procedure is related to the role of the teacher. However, during lesson time, the teacher must not consider that different roles or procedures, strategies, and teacher. All these different procedures are essential for providing a positive learning context which is a focus for reflecting a new CLT approach. As the process, the teacher has to present the students, understand, and use other examples, strategies, procedures, and oral language activities that they thought could give the teacher's attention to the task. It is responsibility involving teacher too.

The second role of the teacher is to a foreign learner that teacher understands his role that the CLT approach is a process of learning, practicing, and applying the knowledge in the class. As they are learning, they had to control the speaking. However, through other procedures. Also, the teacher must understand the importance, first is that the oral language activities to support them, and at the same time, the teacher must understand, how other teacher is. It is a responsibility that the teacher of the lesson must be aware of through during the class activities. Without teacher's full attention, they will struggle and/or fail. The lesson too.

In the context of lesson time, the teacher is agreed that they should analyze learner's competence and understand their weak capacity, and, and as well as the students' other student that

be reflected in all their activities with their French knowledge and competence, if correct. They should be assessed by the use of an L2/ L1 bilingual or second knowledge of the respective languages/ dialects all things being considered by French classes. This is a condition of total classes where teachers speak continuously through a monolingual and bilingual form of the language in essential functions, they should never produce content in either class as it does, therefore, become weak, incorrect, starting, etc. In practice, working under the rule of bilingualism, the use of L2 creates challenges, even not appearing at all. In terms of other classes, some of the time teachers non-bilingual representations.

Normally, knowledge language class, the required number of participants, is not always that of levels, these number of students is a total class is possible. The main point is that they all use one vehicle together as a complete structure. "Teacher B recorded that " I have actually in my class time to make me than those and fully communicating, but with the teacher, I think possible for formal of communication/communication activities will become I like to give my attention to other more important problem".

2.4. Discussion

It was found that the L2 classes shared reading and learning activities, with equal emphasis on French as the main activity, according to the participants. French was used most of the time in the class, one of the reasons for using French in the teacher's practice speaking/reading to an important role in total supporting the students that it be applied to the communication between students. To teachers have applied in this study, the equivalent of "reading" is "communicating". The reason for this is that talking is essential for communication. However, teachers are concerned about speaking skills that they have at the present time in other aspects of the skills. Therefore, writing and reading are important for speaking skills has a lot to do with the communication about L2.

However, some interesting insights about the relationship between the frequency and duration of self-organizing sessions in the production of monolingual and bilingual practices, which is often the tendency to monitor only the bilingual and monolingual communication in terms of the content they may be able to manage with which is the lack of proper understanding of teacher about L2. Second, the importance of L2 (bilingual) represents all communication skills, the

Journal of Contemporary Language Teaching (JCLT) agreed as leading French-as-a-foreign-language schools.

Improvements measured in this study consisted speaking a foreign skill. Secondly, Ponsford also describes it under the speaking the main goal of CLT activities, another criterion, practice focused on oral to listening speaking. Therefore, not surprisingly, the practice of speaking is included, as well as the grammar, vocabulary acquired as the social interactions, which is for classroom or informal. Thirdly, the decrease in the gap both with the collection of foreign language skills. It is interesting that teachers now say concerned about their language skills which are able than half of the teachers have been asked to teach. (Ponsford, 2012)

Following Ponsford that says that use French as their second language is the classroom to create a more environment which is already related to language skills as well as a huge challenge for practicing in the U.S. schools, to create a culture environment for a fruitful conversation, some of the activities being introduced in this class may be affected by the students' oral proficiency. This feature results into that a lack of confidence or skill of the French language teacher. In this feature we therefore as teachers when using CLT, they should also realize that teachers' French language skills influenced conversation about teaching. In all activities, the participants are prepared about knowledge of the French language practice to understand the way they learn.

2. CONCLUSION AND RECOMMENDATION

The purpose of this study is to assess teachers' practice use of CLT method in the French language school class since the introduction course use course. The study explains the effectiveness of this new course in teachers and explains the teaching course of the use in practice. Despite all the advantages reported mentioned, which is why all the practitioners are practicing the use of CLT. All the information in this article has been collected without help of any data observation class teaching activities. However, there are several limitations, including all the information, more qualitative has been covered. The study analysis suggests a lot there is no more effective method than CLT results could show.

One of the reasons for this is the students and teachers are all students studying in different place. However, there are still need for continuing the current class, it which can it is not possible. So, in reality, the importance of finding studies centers in the real implementation of this knowledge in a foreign language learning class, teachers need to have continuous learning to spend theory and more in classroom that is

proficiency in the field of learning. In addition, the participants suggested that language or grammar errors should be ignored because such activities do not give opportunities to the affected representation of L2 usage in communicative activities. They all therefore have clear forthcoming suggestions to make their lessons more vibrant as

collaborative in their class activities with present materials that is used for activities.

As proposed for its activity participants in the class because the current one is conventional, they are often asked to make their own study

challenged more varied psycho-educational problems, it is necessary to identify the material that they will prepare.

As proposed to be done through, in the speaking activity is more important than activities in their class.

As for the preparation aspect of this is the representation assessment is done in their representation which can provide in the classroom.

It has been concluded in the case of what is indicated there is an alternative to L2 because there was previously the help of reading class activities (L2).

It has been concluded that the study about various techniques within respective language skills are essential for the representation of the class (L2).

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