

Attitude toward Communicative Language Teaching and the Oral Proficiency of Students in the Graduate Program

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ABSTRACT

Speaking is considered more difficult than writing and reading in the usage of the foreign language, English. Based on observation, it is also evident among students at the master's level, that there are still some who lack competence in oral language. Students at a graduate school studying English were exposed to Communicative Language Teaching (CLT) and tested this out to see whether it helped them improve their oral proficiency. A descriptive-experimental study was conducted with 31 graduate students majoring in English, the majority of whom are female, single, and have taught in a public school for less than 10 years. As depicted in the result, student-respondents observed well the processes undertaken in communicative language teaching posting a good attitude towards the role and contribution of learners, error correction and assessment, role and importance of grammar, teachers' role, the role of the learner's native language and role of group/pair work. After being exposed to CLT, most of them exceed the expectations on oral proficiency tasks given to them. Lastly, a positive significant relationship was revealed between the attitude towards CLT and the level of oral proficiencies implying when students have an observable good attitude towards the process of CLT particularly the role and importance of grammar and role of group/pair work, it can help them obtain better levels of oral proficiencies.

Keywords: Communicative Language Teaching, Language Competence, Oral Proficiencies, Native Language, Foreign Language

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