

## COMMUNICATIVE LANGUAGE TEACHING PARADIGM

By Cucu Sutarsyah  
FKIP UNIVERSITAS LAMPUNG

**Abstract:** The paradigm shift has occurred since more than 40 years. This shift covers almost all fields of science. As a tradition of revolutionary thinking, a paradigm shift also occurred in education, particularly in language education. This article contains a review of the process of paradigm shift in a communicative language teaching, namely the shift from positivism to post positivism. This discussion includes eight aspects of change, among others, Learner Autonomy, the essence a Social Learning, Curriculum Integration, Focus on Meaning, Diversity, Thinking Skills, Alternative Measurement, and Teachers as Co-Learners. In fact the eighth aspects of paradigm were not fully implemented thoroughly in public education, particularly in the field of second language. Educators and other stakeholders have been trying to understand and implement the change by way of partial, rather than a holistic manner. The main purpose of this paper is to show that this change is important to improve the quality of learning a second language.

**Key words:** paradigm, teaching, second language, learners/students, teachers, curriculum, diversity, measurement, positivism, post-positivism

### 1. INTRODUCTION

The term "paradigm" is another word from the word "pattern". Pattern formation is part of the way we seek to create a sense of our experience. We use these patterns to understand the situation, raise questions, build relationships, and lead to predictions. The human brain is designed to generate and recognize patterns in the world around us. We hold the opinion that there is no fixed pattern.

In the physical sciences, the main work of Kuhn (1970) in the process of paradigm shift has been said that the change in a field of science does not occur through a cumulative process phase by phase. He said that a new paradigm emerged as a result of the tradition of thought that a sudden revolution in a particular professional community occurs. Substitution involves the adoption of a new view on the part of researchers and others in the community. In the field of language education, since the early 1980s, the term paradigm shift has been used as a means of thinking about changes in the field of language teaching.

Well-known paradigm shift is in the physical sciences, among others, from astronomy to the Copernican Ptolemaic Newtonian flow to and from Quantum Physics. Substitution paradigm has also emerged in the field of social sciences and humanities. When a paradigm shift appears, we see things from a different perspective when we focus on different aspects of the phenomenon in our lives.

Paradigm shift to the 20th century on a wide range of variation can be seen from the flow stream of positivism to post-positivism (Merchant, 1992; Wheatley, 1999). Awareness of this vast change helps clarify the changes that occur in every field. Table 1 presents a brief description on the striking difference between positivism and post positivism.

Table 1 difference between positivism and post-positivism (Merchant, 1992; Wheatley, 1999).

Positivism	Post-positivism
Emphasis on parts and decontextualisation Emphasis on separation	Emphasis on the whole and contextualization Emphasis on integration
Emphasis on the general	Emphasis on the specific
Consideration only of objective and the quantifiable	Consideration also of subjective and the non-quantifiable
Reliance on experts and outsider knowledge: researcher as external	Consideration also of the "average" participant and insider knowledge - researcher as internal
Top-down Attempt to standardize Focus on product	Bottom-up Appreciation of diversity Focus on the process as well

This paper does not emphasize that positivism paradigm in education is not good, reactions, or other categories than that. But we have the opinion that we are using the traditional paradigm. As what is said Einstein, a pioneer in the shift from Newtonian to quantum physics (quoted in Z u k a v , 2 0 0 1 , P 1 9 ) .

Raising a new theory does not mean destroying an old building and build a skyscraper on top of it. But it is meant as climbing a mountain, gaining new and spacious landscape, discover an unexpected relationship between the starting points with the environment. But the point where we started is still there and still visible, although smaller and appears to form a very small part of our broad view gained from the mastery of the obstacles on the way to the summit.

### Paradigm shift in Second Language Education

In second language teaching, paradigm shift has occurred for more than 40 years, as they are marked by Long (1997) as a revolution, a shift in flow from positivism to post-positivist and moves to behaviorist psychology and away from the doctrine of structural linguistics and of cognitive psychology came to be called socio-cognitive and more contextual-based meaning (meaning-based). Key component in this shift include:

1. Focusing greater attention on the role of

learners in the learners gained an external stimulus from the environment. So that the center of attention is shifted from teachers to students. This shift is usually known as the shift from teacher-centered teaching to student-centered teaching or learning-centered.

2. Focusing more attention on the learning process produced by learners. This shift is known as a change from product-oriented teaching to the process-oriented teaching.
3. Focusing more attention on the social nature of learning on the learner as an individual and not considered a separate and decontextual
4. Focusing more attention on the differences between learners and considers this difference is not as a removal process as a source for learning but known, digested, and internalized. This shift is known as the study of individual differences.
5. In research and theory formation, focusing more attention on the views of internal things in the classroom than simply assessing things from outside the classroom, observing and assessing what is happening there and get involved in building a theory about that. This shift is associated with innovation such as qualitative research that underscores the subjective and affective, participant internal situation and the uniqueness of each context.
6. In line with the emphasis on the context of an opinion appears to connect the school around the world as a means of promoting holistic learning.
7. Helping learners to understand the purpose of learning and developing their own purposes.
8. Orientation approach to "whole-to-part" to replace "part-to-whole. This includes an approach that began with a meaningful whole text and then help the learner understand the various properties that allow text to function, for example choice of words and text organization.

9. An emphasis on the importance meaning rather than drill or other forms of rote learning
10. A view of learning as a lifelong process and not something to be done to prepare for exams.

As already mentioned, Second Language paradigm shift in teaching a second language is part of a broader shift and affect many other fields. Oprandy (1999) connects a tendency in teaching a second language with a tendency in the field of city planning. In urban planning, people have tried to design diversity and leads to the difference principles. In response, a new paradigm emerged in urban planning, an approach "bottom up" who are looking for the diversity of the region.

Oprandy wrote: Communicative approach requires a complexity in planning and tolerance in the lack of clarity when analyzing the needs of students and teachers to design meaningful activities to meet those needs. Appropriate solution and position of the materials and teaching deductive based audio-lingual texts such as the grammar-translation and it syllabus are no longer seen as something that is sensitive to the needs and interests of students (learners). In urban planning, people already think Based on what is required by residents of the city, such as security and ownership within the "population-oriented city." This is in accordance with the teaching of second language with an atmosphere of hope for facilitating when students are willing to bear the risks, admit mistakes and help each other.

#### **Eight Changes as Part of Paradigm Shifts in Language Teaching**

Paradigm shift in second language teaching outlined above have led to proposed changes in terms of how teaching was organized and conceptualized a second language (Richards and Rodgers, (2001). Selection of eight of these changes is due to the effect of those changes in the field of language teaching.

Eighth changes are.

1. Learner autonomy
2. The nature of social learning

3. Curriculum integration
4. Focusing on the meaning
5. Diversity
6. Skills thinking
7. Alternative measurement
8. Teachers as co-learners

The eight aspects of the change are unity and the successful implementation of one part of it will depend on the successful implementation of the other.

## **2. FRAME OF THEORIES**

### **2. 1. LEARNERS AUTONOMY**

Learner autonomy is defined as self-regulation (Vygotsky (1978). To autonomy, learners need to have some choices about what and how the curriculum will be used and at that time also, they should feel responsible for the process of learning and other learners interact as friends. Autonomy also means that learners are aware of the way they study, so they can take advantage of the strengths and overcome weaknesses. In this regard, intrinsic motivation is important in learner autonomy. Teachers are no longer bearing all the burden of classroom problems. A form of democracy emerged in students with a set of rights and obligations to the process of learning.

#### **Relationship with the broader paradigm shift.**

The concept of learner autonomy in accordance with any shift in second language teaching paradigm, for emphasizing the role of learner autonomy, not the role of the teacher. Second language learning more emphasis on process than product, and encourage students to develop their learning process and see that learning is a lifelong process.

#### **Implications of the class.**

Many of the implications for second language teaching come from the concept of

learner autonomy. For example, the implementation of small group discussions or in pairs is the emphasis of learner autonomy (Macaro, 1997). Learner autonomy is much misunderstood as self-learning without involvement of other learners. By working together with their friends, the learners tried to leave the dependence on the teacher. Working groups will help students to build a learning resource center because they had help from his friends, not just from teachers.

Extensive reading is one form of learner autonomy. In this regard, learners choose reading materials that match their interests and abilities. If a student reading materials and then she felt less fit, he can take any other material which is more appropriate and better. With this power they can develop an appreciation for the pleasure and knowledge gained from reading, reading is considered as a life habit.

Other forms of autonomy which is an independent assessment. His understanding is that learners develop their internal criteria of the quality of their work, not just depending on external assessment, which is often done by the teachers, the only determinant of their strengths and weaknesses. By developing internal criteria, enabling learners to make decisions based on information they can about how to plan next learning. With these learners are no longer waiting for the teacher to say how well they have done something and what it takes for the next activity. In this regard, learners will feel able to play a bigger role in the process of learning.

## 2. 2. NATURE OF LEARNING IN SOCIAL INTERACTION

Knowledge and thoughts do not come to us individually. But, supposing, there is no sub-atomic particles without interaction with other particle. Students learn through interaction with the environment, and key characteristics of that environment are the people who come to interact. People

are not only included this group of teachers who usually know more about the program lessons. Students can also learn from his friend and also by teaching others less fortunate. With second language, students can be expected with friends in the speaking and writing.

## Relationship with the broader paradigm shift.

Learning as a social activity is associated with some aspects of a paradigm shift. With learner autonomy, learning from and with others places the learner at the center of attention, offering them a way to get more rights and responsibilities in the process of learning. The process is also stressed, learners do not only show the answer to each other, but they explain how they arrived at that answer.

## Implications of the class.

Activities groups become very common in second language learning (Oxford, 1997). Co-operative learning offers many opinions to show case some of the issues. One issue is the teaching skills of cooperation, such as refuse politely, ask for help, etc.. This skill is very important in language teaching, especially for the continuation of academic careers.

## 2. 3. CURRICULUM INTEGRATION

Curriculum integration intention is to overcome the problems of a student to learn one subject (college) in one period, finished reading the text and then go to another class, began reading the text books again and started to learn another lesson. If many subjects are taught as a unity, then the learner will have the opportunity to see the relationship between the fields of studies. By identifying these relationships, the learners

develop a strong understanding of instructional materials, a goal to learn a deeper and greater ability to analyze situations with a holistic manner.

#### **Relationship with the broader paradigm shift.**

Key relationship between the integration of curriculum and there is a paradigm shift in the concept of second language learning: departing from a large part to the part of small or large to small, and not from a small part to the large part. For example, in history lessons, they learn key events, characters, and movement. In natural science classes, in other periods they discuss scientific discovery. In language classes, in different semesters, they study literature of the period. So a little work is done to build a learning relationship. Learners, thus, are losing the opportunity to understand the context.

In second language classes, students may read about one topic, listen to conversations on different topics, and write in another topic. Thus, they not only lose connection between language classes and subjects, but also the cross correlation between different aspects is not built.

#### **Implications of the class.**

The concept of "language across curriculum" offers one route for the implementation of curriculum integration (Chamot & O'Malley, 1994). His understanding is that linguistic ability is important for learning in all learning areas. Learners cannot understand their textbooks if they are weak in reading skills. Furthermore, tell students to write, even in math class, what they understand, what they do not get offered a good way to deepen the learners' competence in a subject. In second language learning, teaching concept based on content shows a clear example of the implementation of curriculum integration (Shrum & Glisan,

2000). Teaching Indonesian language for special purposes is a part of the curriculum integration. Suppose a group of strangers hotel workers, learn Indonesian language for hospitality purposes. In addition they learn the language they also learn other things associated with work in the hotel through Indonesian.

#### **2.4. FOCUS ON MEANING**

Research within cognitive psychology tells us that we learn best when we connect and store information in a meaningful unit. While the drill technique and rote learning could be useful for short-term, long-term learning and learning requires learner's expansion to focus on the meaning of the language they use. In teaching a second language, the meaning must be understood in terms of the text word for word and as a whole and the meaning of certain topics and events of student life. As Richards & Rodgers (2001) underlines that "Language is the system of uttering meaning"

#### **Relationship with the broader paradigm shift.**

Behaviorist psychology emphasizes that one size suitable for all learning. So, something called the organism (creature) can learn without going through the meaning, why not to be the best way to learn for humans. On the other hand, socio-cognitive psychology stresses that people learn to categorize new information with existing knowledge so that learning becomes a key role in shaping the units. Presents an objective meaning to learning and allow for careful thought.

#### **Implications of the class.**

We can see many examples of this paradigm shift in language classes in terms of

emphasis of meaning. In a communicative language teaching, the focus is on the use of language (language use), not in the use of language (language usage). Thus, fluency, not accuracy, is the first priority. For example, when teachers interact with students or when students interact with others, interlocutor is advised to focus on meaning rather than correcting the error immediately. Feedback in use is still important but not the main priority (Richards & Rodgers, 2001).

## 2. 5. DIVERSITY

The variety has a different meaning. One of the meanings lies in the fact that different students will give a different meaning to the information and the same event (Brown, 1994). Another aspect of diversity in a second language is to include the diversity of students in class in terms of background, such as ethnicity, religion, social class and first language, sex, level of achievement, learning styles, intelligences, and learning strategies. Taking advantage of this diversity is a challenge.

### **Relationship with the broader paradigm shift.**

The key principal of student-centered teaching is that every student is different and so effective teaching takes into account these differences. In contrast, the old paradigm tries to include all students in an environment, one size fits all learning (a one-size-fits-all learning), diversity is seen as obstacles that must be forgotten. In the current paradigm of diversity among students is not seen as a barrier, but power.

### **Implications in the Classroom.**

The concept of multiple intelligences as a second language teaching underlines one form of diversity among students. Intelligence is no longer viewed as a uni-dimensional construct. But intelligence has many forms and even in certain intelligence. The implications of this thinking do not mean

that students should be given an IQ test with a new multiple-intelligence and placed in different classes based on their intelligence profile. The implication is that teaching should be differentiated so that in certain units at different times each student gets a good agreement with the intelligence that they develop.

## 2. 6. THINKING SKILLS

In the previous section mentioned that the strategy of the learner as an example of the differences among learners. Among the strategy required students to obtain and use them are things that are beyond the information given and to utilize and develop their higher-order thinking skills, also known as creative and critical thinking skills (Paul, 1995). Today, thinking skills are considered a very important part in education, because the information easily available, so that important work is to use information wisely.

### **Relationship with the broader paradigm shift.**

The concept comes from the paradigm of thinking skills with some understanding of Second Language Teaching. First, thinking is a process and its emphasis on the quality of that process, rather than just on the quality of the products of the process. Another relationship between thinking skills with this paradigm is that the autonomy of the learners are introduced to encourage students to connect language learning they are doing in school with the outside world. These efforts led to the idea that learning is not a collection of facts to keep in mind the composition of low, but the purpose of learning in schools is to apply our knowledge to create a better world.

### **Implications in the Classroom.**

Many efforts are being made to unify the thinking in the curriculum and a large amount of material available for it (Halpern, 1997). At the very least, the material for teaching higher-order thinking is being

sought. Group activity is beneficial for second language learners to acquire and utilize thinking skills, as they have to teach her friends, give each other criticism and comment on other people's opinions, and formulate plans for their group (Ayaduray & Jacobs, 1997).

## 2. 7. ALTERNATIVE ASSESMENT

Like other paradigms, Second language teaching has developed expectations about what students needed to learn to improve Fluency, social feasibility, and thinking, and not just accuracy. Second Language Educators have also developed tools to measure student learning. For this purpose, a new assessment instruments have been developed to complement or replace traditional instruments using multiple options, true-false, and grain fields empty and the focus accuracy, grammar, and lower order thinking (Wiggins, 1998). These assessment instruments try to portray more closely real life conditions and involve thinking skills.

Although these instruments are often more time-consuming and expensive, and less reliable in terms of scoring constancy, this instrument was awarded because of dissatisfaction traditional evaluation models are blamed for not being able to capture vital information about competency of their second language. Although students must take standardized tests with a large scale. Judgment alternatives can help them to prepare for this (Wiggins, 1998) because the purpose of the alternatives measurement is not only measuring; the purpose is also teaching.

### Relationship with the broader paradigm shift.

New paradigm to explain this change in some respects. First, the emphasis on meaning, rather than the form underlines a lot of new assessment instruments. Second, many alternative evaluation methods, such as "think aloud protocol", seeking to examine

the process. Thirdly, the understanding of the nature of social learning has led to the inclusion of peer assessment and the use of group work in the assessment, the Fourth, in terms of maintaining the autonomy of learners, students are more involved, to understand how they will be assessed, from the judgment by a surprise and even within this paradigm of students are participating in assessments.

### Implications of the class.

*Shifting standards that have been described, also affect the assessment.* Standard bridge the two areas studied. Content standards describe what students need to know and be able to perform, while the performance standards, how well the student should be able to do something. Philips (1999) connects with the standard of student-centered teaching. The main shift that contained in the standard requires the teacher to focus more on what students learned, not just what they teach. Competency-based language teaching (Hagan, 1994) has tried to link to any aspect of Second Language Teaching assessment, for example, make judgments with an open process to produce autonomous learners by allowing students to understand and have input on what they value, and the assessment focuses on "life skills" and his role in society to make teaching more meaningful, directed and the measurement will be more meaningful.

Portfolio offers a media award from looking at the process students' writing. With portfolio, students collect writing they had done during the study including early drafts. Then they analyze their writings to understand the progress they have done. Then they chose their writing as to gather as a collection that shows the direction of writing.

## 2. 8. TEACHER AS CO-LEARNERS

The concept of teachers as Co-Learners means teachers learn together with students. This relates to what has been mentioned before about asking questions that

generate more than one good answer and the real task is complex. Because the world is complex and always changing, lifelong learning is important.

#### **Relationship with the broader paradigm shift.**

Based the old paradigm, teachers are workers who have to be "supervised" by experts, usually from a university or government agency that is relevant, to ensure that learning objectives are being pursued, and students do something that according to the guidelines recommended. Teaching can be viewed as a skill that can be learned through the smallest parts of a lesson plan to how to ask. When these skills have been learned, the teacher is eligible to teach. In second language teaching, approach is viewed as an exercise. However, the paradigm is now looking at the teaching-learning as a social process that involves students who are co-constructors of knowledge who is active with his teacher. Teachers of this kind are regarded as a facilitator and a friend to study with students.

#### **Implications of the class.**

Teachers learn a second language as a friend has many forms. For example, when students do extensive reading, classroom teachers do not watch or use the time to correct the paper work. But they do the same thing, reading a book and share with students about what ideas and feelings that arise from reading it. When students write, teachers write about the same kind of writing and give feedback on receiving feedback from students. Just like if students do with portfolio assessment, teachers can also use portfolio as a tool to assess learning.

### **3. CONCLUSION**

In this paper, we have to inform second language teaching to see the big picture approach to change in our profession. It has been explained that this change can be started from a fundamental paradigm shift towards in second language learning. By

observing these shifts and to find relationships between some changes in our field, these changes can be better understood. Thus, more importantly, by trying to implement changes in a holistic manner, the chances of success will be increased.

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