The Role of CLT Group Work Activities in Reinforcing ESL Students' Language Socialization

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Abstract

The study aims at investigating how CLT group work activities play to reinforce ESL students language socialization. Language socialization and CLT meet when the former is defined as the process by which individual learn the language and cultural practices of a community and the later is method which emphasizes that language use is a social phenomenon in which communication takes place in a social context. Thus, the study examined three recognized group work activities that are practiced in CLT classrooms namely, role-play, information –gap& group discussion and how these activities reinforce language socialization among students. The study ' findings summed up the role of these activities as they totally provoke social interaction and prepare students for outside real-life social challenges as they help students grow in confidence and be exposed to different situations and environments and enable students to practice interactions without the fear of real-world consequences, allowing them to experiment and learn from their experiences. They also improve cooperation and social ability among students. Finally ,they help students to unlock their potential ,build a strong relationship and achieve success in social context.

Chapter One:
1.1 Statement of the problem:

Language socialization refers to the acquisition of linguistic, pragmatic and other cultural knowledge through social experience and is often equated with the development of cultural and communicative competence. It explores how people learn how to take part in the speech events and activities of everyday life. On the other hand, Communicative Language Teaching (CLT)is one of the most effective and widely recognized methods which emphasizes real-world communication and meaningful interaction as the central focus of language learning. As they both meet at a point that language use is a social phenomenon in which communication takes place in a social context, the study tries to answer the following question :what is the role that CLT group work activities can play in reinforcing language socialization among students ?

Thus, the study examined three recognized group work activities that are practiced in CLT classrooms namely, role-play, information –gap& group discussion.

1.2 The aim of the study:

The study aims at investigating how CLT group work activities play to reinforce ESL students language socialization.

Chapter Two:

2.1 Review of The related literature:

Human are social creatures. Similarly, students, who definitely include to social creatures as well, cannot live alone. They need others to achieve their learning goal. In addition, they will not be able to manage their activities by themselves, as they will need some helps from their friends to support their study. As students who want to actualize themselves, they need their friends in

finishing either their own assignments as a teacher candidate or their group work as a member of their class unity.(Moore,2011:56)

On the other hand, language is used in these social roles for a variety of reasons. An individual may use language to show that they accept the social role they are in, or that they are rejecting the expectations being placed on them. Language use can demonstrate an individual's membership in a group or an individual's conscious distinction from a group. This is the social function of language.

The social function of language can be seen in the use of polite words, phrases, and intonations as well as in the opposite, in the use of rude words, phrases, and intonations, for example. An individual's use of language is always socially guided and forms the social relations with those around them.

Language as an instrument to associate and unite people from all places and spaces in the world can play important roles for human beings. The association and unity of the people in the world are caused by some reasons. One of them is the variety of needs and wants of the people in the world that are very important and urgent to be fulfilled. The importance and urgency of the needs and wants generates several contexts based on the variety and complexity of the needs and wants.(Riley ,2011:113-123).

The variety and complexity of the needs and want involved different ways and strategies to achieve a high quality of life. The high quality of life is determined by the high quality of needs and wants that can appear through the welfare of certain people or groups of people. It is a logical consequence of the principles of human life. The more people get welfare, the more they need and want, and the harder they work. By working harder, people need many instruments to achieve what they idealize as their vision and ambition of life.

Because of the importance of social interaction in all social groups in the world, language becomes important as well. The importance of language can be seen from its multifunction in the process of communication. In other words, language has many functions in society. One of the functions is as a social instrument. As a social instrument, language connects people all over the world. The connection of people in the world appears in the form of social interaction that requires verbal communication to share ideas and to fulfill all needs and wants of human beings.

Hence, language socialization emphasizes that humans build social identities, cultural practices, and senses of belonging as they learn and use languages. It is a fascinating and essential process through which individuals acquire the language and cultural norms of their community. This learning process is not just about understanding grammar and vocabulary; it is about becoming a fully integrated member of the community.(Garrett, 2007:88)

2.1.1The concept of Language Socialization:

Language socialization is the process by which individuals learn the language and cultural practices of their community. It occurs naturally through everyday interactions and involves both explicit teaching and implicit acquisition through observation and participation. Here are the key aspects:

Interaction: Everyday conversations with family, peers, and others in the community shape language skills.

Observation: Individuals learn by watching how others use language in different contexts and settings.

Participation: Engaging in cultural activities helps in understanding language nuances and cultural norms.(Duff,2008: 78)

Language socialization is a theoretical and methodological paradigm that originated in the discipline of anthropology, with the goal of addressing the relationship between culture and language learning. Scholars of language socialization use methods from ethnography, field linguistics, and sociolinguistics to document and analyze patterns of language use in communities. In the 1980s, anthropologists developed the paradigm of language socialization in response to a lack of attention to the diversity of languages and cultures represented within the study of first-language acquisition. To center inquiries into language learning around cultural and linguistic diversity, language socialization attends to everyday practices of language and communication as well as to the enduring language attitudes and cultural belief systems that co-constitute language structures. Language socialization emphasizes that humans build social identities, cultural practices, and senses of belonging as they learn and use languages.

While language socialization originated in the study of young children's first-language acquisition, it has since expanded to examine broader contexts of language learning. Guided by the understanding that the structures of real-time interactions and social institutions mutually create one another, language socialization scholars have examined how our social roles in families, schools, and professions shape our language use across the lifespan. Since the 1990s, language socialization research has taken particular interest in the relationship between language and power, drawing from theories of language ideologies—or taken-for-granted beliefs about languages and their speakers—to address topics related to multilingualism, including code-mixing, second-language learning, heritage-language learning, and language shift and revitalization. In 2023, key debates in the field focus on defining learners' identities and highlighting communicative diversity beyond spoken languages.(Moore , 2011:70-75).

Language socialization has drawn on a number of disciplines, especially linguistic anthropology, sociology, psychology and sociolinguistics. Sociolinguistics often deals with the study of language variation and norms and functions of language use in speech communities according to such variables as gender, social class, region and speech context (e.g. speech event) and provides very detailed accounts of variation across registers, dialects, genres and interlocutors of different status.

Language socialization, for its part, examines how people entering new cultures or communities, whether as children or adults, learn what those norms of language use are on the basis of observations and interactions with more experienced members of the culture. For example, language socialization investigates what forms of language use and participation and what kinds of literacy practices in a given culture and how those students learn to accomplish what is expected through social and linguistic experience.(Ibid)

2.1.2 Language Socialization in Classrooms:

Classrooms are complex and dynamic spaces where teaching and learning are mediated by specific languages, communicative resources and practices, and

culturally informed activities. Thus, as students participate in classroom discourse and activities they not only develop knowledge and skills, but

also are socialized into a 'habitus' .Although social theory has long assumed that schools are fundamental sites of cultural reproduction, language socialization research seeks to document this reproduction as well as its change and transformation through the identification and analysis of the particulars of culturally and locally organized routines, activities, and practices.(Lustig,2006:89)

Students are being socialized in each case into the local norms and practices and the languages, registers and speech acts – of their school cultures and lessons. Such opening routines in classroom lessons no doubt vary in some respects across languages and cultures but tend to demonstrate certain commonalities related to focusing students' attention on the day's lesson or on a particular activity, as well as on the teacher's instruction. The routines also help manage turn-taking. Beyond these routines, we could look more specifically at the activities or assignments that students must do once instruction has really begun and consider how they are being socialized into those social and linguistic, or discursive, practices. (Heath, 1983:46-50*).

Language socialization occurs through everyday communicative practices or 'socializing Strategies. In classrooms, some of the key practices or strategies that have been examined include the following:

1. questions
2. error correction or repair
3. elicited repetition and prompting
4. assessments or evaluations
5. accounts
6. fill-in-the-blank utterances
7. directives
8. modeling or demonstration
9. reported speech
10. narrative or storytelling
11. 'participant examples'

In sum, communicative practices built from a range of multimodal resources are the vehicle through which novices are socialized to and through language. By participating in the process of language socialization in classrooms, novices gain familiarity with the practices.(Ibid)

2.1.3 Second Language Socialization:

Second language socialization paradigm allows for a careful examination of how linguistic and cultural knowledge are constructed through each other, by paying close attention to linguistic forms. It further focuses on the view that language-acquiring children and adults are active and selective agents in both processes acquiring identity in contexts through practices. The second language socialization literature can accomplish a fine-grained examination of multiple identity practices due to its close attention to the linguistic forms that are used to socialize children and other novices into expected roles and behaviors as well as those linguistic forms that novices employ as the interact in a reciprocal process.

Much second language socialization research situated in the classroom focuses on socialization into academic exchanges/events, grounded in an examination of teacher-student interactions and their effect on the development of practices and associated subjectivities central to the classroom. Some work also examines how socialization practices in the classroom extend to practices individuals can employ beyond the classroom. There are types of language functions and associated language, ranging from language-focused exchanges that center on academic vocabulary for example, extending to curriculum/content focused exchanges, management exchanges, and communicative exchanges – thereby showing the connections between socialization patterns useful for learners only in classroom settings to those (communicative exchanges) that align with communication practices outside of school.(Duff,2011:22-30).

In considering socialization practices, another important distinction particularly apt in classroom contexts is that between implicit and explicit socialization. Explicit socialization refers to activities, language forms, practices that are stated clearly, such as 'we raise our hands to ask for a turn to talk.' That is explicit socialization spells out the 'rules' or 'norms' of expectations through modeling, providing explicit feedback on activities carried out, and outlining clear expectations. Explicit socialization is akin to "conscious instruction, coaching or feedback In contrast, implicit socialization does not involve drawing attention to the normative behaviors. when the socialization is more implicit than explicit, novices are left to infer and internalize, on their own, normative behaviors, norms, and values that they encounter and they may not accurately read the relationship between overt practices and their function within the community.(Ibid)

Chapter Three:

CLT Group Work Activities:

3.1 CLT Overview:

CLT or the communicative approach (CA), is an approach to language teaching that emphasizes interaction as both the means and the ultimate goal of study. Learners in settings which utilize CLT learn and practice the target language through the following activities: communicating with one another and the instructor in the target language; studying "authentic texts" (those written in the target language for purposes other than language learning); and using the language both in class and outside of class.(Brown,2023:66-70).

To promote language skills in all types of situations, learners converse about personal experiences with partners, and instructors teach topics outside of the realm of traditional grammar. CLT also claims to encourage learners to incorporate their personal experiences into their language learning environment and to focus on the learning experience, in addition to learning the target language.

According to CLT, the goal of language education is the ability to communicate in the target language. This is in contrast to previous views in which grammatical competence was commonly given top priority .CLT also positions the teacher as a facilitator, rather than an instructor. The approach is a non-methodical system that does not use a textbook series to teach the target language but works on developing sound oral and verbal skills prior to reading and writing. Group work activities commonly used in CLT classrooms are: Role- Play, Information- gap, group discussion.(Ibid)

3.1.1 Role- Play and Language Socialization:

Role-playing activities are a staple in communicative language teaching. These activities involve students taking on specific roles and acting out situations that they might encounter in real life. Incorporating role-play into the classroom adds variety, a change of pace and opportunities for a lot of language production and also a lot of fun. It can be an integral part of the

class and not a 'one-off' event. If the teacher believes that the activity will work and the necessary support is provided, it can be very successful.(Richards, 2005:34-41).

A role play activity is an educational exercise in which individuals, pairs or groups assume specific roles or characters within a given scenario or context. Participants immerse themselves in these roles, often adopting different personas, to simulate real-life situations or interactions. They provide a hands-on, experiential approach to learning, allowing participants to practise and apply their knowledge and abilities in a dynamic and engaging manner.

Role play is a great way to teach students new social skills. They can learn from each other and by playing with different props and outfits. They can learn invaluable knowledge and develop their social skills through different types of role play. By exploring the world around them through play, they can grow in confidence and be exposed to different situations and environments.(Ibid)

Role-play is a powerful strategy for fostering social skill in a supportive and safe environment. It enables students to practice interactions without the fear of real-world consequences, allowing them to experiment and learn from their experiences. By taking on different roles, individuals develop empathy and gain insights into how their actions affect others. This practice encourages understanding various perspectives, which is crucial for building meaningful relationships. Moreover, role-play effectively enhances negotiation and conflict resolution skills. For instance, participants can act out scenarios where differences of opinion arise, learning to communicate their viewpoints respectfully and find common ground. In addition , practicing these skills in role-play situations builds confidence. Students learn to read social cues, articulate thoughts clearly, and respond to feedback constructively. Ultimately, this dynamic method not only improves communication abilities but also prepares individuals for real-life social interactions .

Role play proves to have many benefits, as it provokes social interaction that stimulates the use of language outside of classroom and has the potential to challenge the learners' believes. When teachers approach students with problems and control the process of finding solutions, this strategy is proven to be very effective. This can mean that instead of letting learners go out and face challenges in real life, practice should be made in the classroom in order to prepare the learners for the outside real-life social challenges.

It is the best strategy to establish scenarios that entails a social problem and finding a solution to it. In so doing, as the learner solves these problems in an interactive way in the class as the strategy of role play dictates, so would the learner solve the same problem in real life with appropriate communication and social interaction .Role play is about creating a problematic scenario and let the learners take up roles to find a solution to that very problem. The learners become active and interactive . (Savignon, 2002:87-90).

3.1.2 Information- gap and Language Socialization:

An information gap activity is an activity where learners are missing the information they need to complete a task and need to talk to each other to find it. It involves learners having different bits of information, that they have to convey orally to each other. It also gives an opportunity for the development of effective questioning . Information gap activity work because it requires collaboration and co-operation between learners but also because it necessitates the use of language besides that focused on in the activity for completion.

It can be able to improve cooperation and social ability of the member; to practice communication; and to improve emotional management. Moreover, it can be able to construct self-esteem; to improve group cohesiveness and self-respect; and to strengthen the role of group member. (Brown, 2023:83).

3.1.3 Group discussion and Language Socialization:

Group discussions are a powerful way to foster communicative competence among students. These discussions can be based on a variety of topics, such as current events, cultural issues, or personal experiences. The key is to choose topics that are relevant and interesting to the particular group of students, encouraging them to express their opinions and engage in meaningful dialogue.

Group discussion is important for students because it acts like a melting pot of ideas, opinions and perspectives and provides a platform where students can share their thoughts, listen to others and collectively explore topics in-depth.

Participating in group discussions sharpens your ability to express ideas clearly and confidently. It's a place where you may learn to properly explain your views which is useful not only in academics but also in the real world. A group discussion prepares you for this by teaching you how to collaborate with others, respect diverse opinions and work towards a common goal – all crucial aspects of teamwork. (Brown,2023:90).

Group discussions are essential for developing communication, collaboration, and problem-solving skills. By incorporating group discussions into education and workplace settings, individuals can unlock their full potential, build strong relationships, and achieve success. Group discussions are a valuable tool for fostering teamwork, creativity, and growth.(Ibid)

Chapter Four:

Conclusions:

The study came up with the following conclusions with reference to CLT group work activities

1- A role play activity is a powerful strategy for fostering social skill in a supportive and safe environment. It enables students to practice interactions without the fear of real-world consequences. By taking on different roles, individuals develop empathy and gain insights into how their actions affect others

2- An information gap activity can be able to improve cooperation and social ability of the member; to practice communication; and to improve emotional management. Moreover, it can be able to construct self-esteem; to improve group cohesiveness and self-respect; and to strengthen the role of group member.

3- Group discussions are essential for developing communication, collaboration, and problem-solving skills. By incorporating group discussions into education and workplace settings, individuals can unlock their full potential, build strong relationships, and achieve success. Group discussions are a valuable tool for fostering teamwork, creativity, and growth.

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دور فعاليات العمل الجماعي للطريقة التواصلية في تعزيز التنشئة الاجتماعية اللغوية لطلاب اللغة الإنجليزية

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دور فعاليات العمل الجماعي للطريقة التواصلية تهدف الدراسة إلى استقصاء على تعزيز التنشئة اللغوية لطلاب اللغة الإنجليزية كلغة ثانية. تلتقي التنشئة اللغوية والطريقة التواصلية في أن الأولى تعرف على أنها العملية التي يتعلم من خلالها الفرد لغة المجتمع وممارساته الثقافية، بينما تُعرّف الثانية بأنها الطريقة التي تؤكد على أن استخدام اللغة ظاهرة اجتماعية يتم فيها التواصل في سياق اجتماعي. لذا، تناولت الدراسة ثلاثة فعاليات عمل جماعي معروفة تُمارس في الفصول الدراسية للطريقة التواصلية ، وهي: لعب

والقدرة الاجتماعية بين الطلاب، وتساعدهم على إطلاق العنان لإمكاناتهم، وبناء علاقات قوية، وتحقيق النجاح في السياق الاجتماعي.

الأدوار، وفجوة المعلومات، والمناقشة الجماعية، وكيف تُعزز هذه الأنشطة التنشئة اللغوية بين الطلاب.

وقد لخصت نتائج الدراسة دور هذه الفعاليات في تحفيز التفاعل الاجتماعي بشكل كامل، وإعداد الطلاب لمواجهة التحديات الاجتماعية الواقعية، حيث تُساعدهم على تنمية ثقتهم بأنفسهم، والتعرض لمواقف وبيئات مختلفة، وتمكينهم من ممارسة التفاعلات دون خوف من عواقب الحياة الواقعية، مما يسمح لهم بالتجربة والتعلم من تجاربهم. كما تُحسّن هذه الفعاليات التعاون

الكلمات المفتاحية , التنشئة اللغوية , فعاليات العمل الجماعي , تعزيز , دور , الطريقة التواصلية