

## Introduction to Communicative Language Teaching Method in Present Scenario

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**Abstract:** *Communicative Language Teaching (CLT) is an approach of the teaching of second and foreign languages to the learners. It emphasises interaction as both the resources and the goal of learning a language. It is also referred to as the "Communicative Approach". Factually, CLT has been seen as a rejoinder to the Audio-Lingual Method (ALM), and as a postponement or expansion of the Notional-Functional Syllabus. Task-based language learning, a more recent refinement of CLT, has gained considerably in popularity. In this paper, the researcher has tried to indicate the use of CLT for teaching-learning of English language, keeping in mind the present scenario. Nowadays, both learners and their learning pattern are changing. Therefore the researcher tried to incorporate the present scenario with CLT.*

**Key Words:** *Communicative Language Teaching, Teaching Methods, LSRW*

### 1.1 Information

Education is a never-ending process. Humans are social animals but it is an education which separates the human being from other social animal. Education provides a platform through which human being can attain perfection. It begins with the birth of human being till death. Therefore education is considered as a lifelong process. The prime aim of every human being on this earth is to develop. This development is a multidimensional concept with encompasses intellectual development, scientific and technological development, emotional development, social development, economic development, political development etc. There use to be one question that how can all these realms be developed? The most appropriate answer is Education. Education is one of the most reliable means through which the attainment of above mentioned aims are possible. In other words greater the effectiveness of education, stronger and better is the likelihood to attain the decided aims.

Education is an important human activity. Education is a process which enables individual to cope with the real world. Education transforms a person to live a better life more independently in the society. By means of education only one's potential can be used to maximum extent. Education tells one How to think? How to work?, and How to make decision? In the society acquisition of any language skill is one of the major components of social skills which are learned

through the education system. Hence the education system was designed to provide a platform to the learners to acquire more and more language skills adequately and properly to have minimum levels of mastery over the fundamental language skills like Listening, Speaking, Reading and Writing (LSRW) along with their social application in general purpose as well as creative purpose.

The learning of language is an important programme in the life of human. The chief function of language teaching is communication. Whatever language we learn, we should be able to communicate effectively by using language. The linguistic part of it is very significant. Our proficiency in language is must. It includes proper use of structure, vocabulary, etc. in written as well as spoken form. Efficiency in language is the basis for effective communication. We should be able to use the language in such a way that we are successful in communicating to others. One, who can communicate well, is said to have learned the language well. On other hand, a person, however, qualified he may be, if he cannot communicate properly, he is not a master of language (Elizabeth, 2004). It shows the importance of the language in an individual's life.

Now English is playing as the national link language for the purpose of inter-state correspondence and as the language of trade and commerce between different parts of the country. Study of English has enriched the

Indian languages and literature. English is widely spoken language today. With the Information Technology revolution English is becoming a language which every individual can learn. English is considered as progressive language. It is dynamic and flexible. Now even from the standard first English is taught in India. It used so much that it does not seem that we are using the English as non-native speakers, or as second language. When it comes to the teaching of English than the real issue takes place, that how to teach English to the learners? The answer is Communicative Language Teaching (CLT). Which is used by many scholars to teach English as Second Language to English as Foreign Language.

Information Communicative Language Teaching makes utilization of genuine circumstances that require correspondence. The teacher sets up a circumstance that learners are prone to experience, all things considered. Not at all like the Audiolingual Technique for language instructing, can which depends on redundancy and drills, the open methodology leave learners in anticipation with regards to the result of a class activity, which will shift as indicated by their responses and reactions. The genuine recreations change from every day. Learners' inspiration to take in originates from their yearning to impart in significant courses about important themes (Savignon, and Berns, 1984).

### **2.1 Concept of Communicative Language Teaching**

Communicative Language Teaching (CLT) or Communicative Approach was the British form of movement enduring 1970s in response to the methods for example, Grammar-Translation Method and the Direct Method. CLT approach develops as a conspicuous language showing technique and step by step supplanted the past Grammar-interpretation strategy and sound lingual technique. CLT is an arrangement of standards about educating including proposal about technique and syllabus where the emphasis is on significant correspondence not structure, use not utilization. CLT alludes to both procedures and objectives in classroom learning. The focal hypothetical idea in CLT is "communicative fitness", a term brought into

exchange of language utilize and second or outside language learning in the mid-1970s by Hymes (Larson-Freeman, 2001). Ability is characterized as far as the expression, understanding and arrangement of significance. The center has been the elaboration and execution of projects and philosophies that advance the improvement of useful language capacity through learners' interest in open occasions. Fundamental to CLT is the comprehension of language learning as both an instructive and social issue. By definition, CLT puts the emphasis on the learner. Learner's communicative needs give a system to explaining program objectives with respect to useful capability. As "Open Competence" is the sought objective in CLT, which means is fundamental. In light of this observation, when connected to language learning, "useful exercises" and "social association exercises" are therefore chosen by well they draw in the learner in significance and genuine language use. In CLT, learners don't just take in the phonetic structure and language structure rules. Maybe they effectively make importance through exercises, for example, community critical thinking, written work for a reason, discourse of a subject of certifiable hobby, and perusing, review and reacting to real materials.

In this methodology, learners are offered undertakings to fulfill utilizing language as opposed to examining the language. The syllabus is construct fundamentally in light of useful advancement, not auxiliary improvement. Basically, a useful syllabus replaces auxiliary syllabus. There is additionally less accentuation on mistake remedy as familiarity and correspondence turn out to be more vital than precision. Real and significant language data turns out to be learner more essential also. The class turns out to be more learner focused as learners perform their errand with different learners, while the teacher plays a greater amount of an onlooker part. Here, the generation of semantic structures gets to be subordinate to more elevated amount choices, identified with the correspondence of significance. The learner is along these lines anticipated that would build his aptitude in beginning from a planned

importance, selecting suitable language frames from his aggregate collection, and delivering them smoothly. The model of achievement is whether the importance is passed on or not. Here, the objective language is a vehicle for classroom correspondence, not simply question of study. The language structure and vocabulary that the learners take in take after from the capacity, situational setting and the parts of the questioners. Learners work with language at the talk or suprasentential level. They find out about attachment and lucidness, those properties of language which tie the sentence together. Learners are offered chances to listen to language as it is utilized as a part of real correspondence. They are drilled on methodologies for how to enhance their cognizance. Learners are likewise given a chance to express their thoughts and sentiments. Also, blunders are endured and seen as a characteristic result of the advancement of relational abilities. Since the exercises take a shot at familiarity, the teacher did not rectify the learner, but rather essentially noticed the blunder, which he will come back to at a later point.

Communicative Language Teaching is generally portrayed as an expansive way to deal with educating, as opposed to as a showing strategy with an unmistakably characterized set of classroom practices. Generally, Communicative Language Teaching has been seen as a reaction to the Audio-Lingual Method and as an expansion or improvement of the Notional-Functional Syllabus (Banciu, V., and Jireghie, A., 2012). As an augmentation of the notional-practical syllabus, Communicative Language Teaching places incredible accentuation on offering learners some assistance with using the objective language in an assortment of connections and on learning language capacities. Not at all like the Audio-Lingual Method, its essential center is on offering learners some assistance with creating meaning instead of offering them some assistance with developing consummately linguistic structures or obtain local like elocution. This implies effectively taking in a remote language is surveyed as far as how well learners have added to their

communicative skill, which can freely be characterized as their capacity to apply information of a language with sufficient capability to impart (Biris, Tirban, Milancovici, 2010).

## 2.2 CLT to Teach English

Communicative Language Teaching (CLT) is a way to deal with the instructing of second and foreign Language, underscores cooperation as both the methods and a definitive objective of taking in a language. It is additionally known as "Communicative Approach". Generally, CLT has been seen as a reaction to the Audio-Lingual Method (ALM), and as an augmentation or improvement of the Notional-Functional Syllabus. Assignment based language taking in, a later refinement of CLT, has picked up significantly in notoriety. A wide assortment of materials has been utilized to bolster communicative ways to deal with language educating. Not at all like some contemporary philosophies, for example, Community Language Learning, have experts of Communicative Language Teaching viewed materials as a method for impacting the nature of classroom cooperation and language use. Materials hence have the essential part of advancing communicative language use.

Communicative Language Teaching showed up during an era when British language educating was prepared for an outlook change. Situational Language Teaching was no more felt to mirror an approach fitting for the seventies and past. CLT spoke to the individuals who looked for a more humanistic way to deal with instructing, one in which the intuitive procedures of correspondence got need. The fast reception and implementation of the communicative approach additionally came about because of the way that it immediately expected the status of conventionality in British language showing circles, accepting the authorization and backing of driving British connected etymologists, language experts, distributors, and also organizations, for example, the British Council (Richards, 2005).

The widespread educational model applied in the framework of the Communicative Method is the Functional-Notional approach, which highlights the management and preparation of

the syllabus. This divides the use of language into 5 functional types which can easily be evaluated:

- a) Personal like feelings and emotions;
- b) Interpersonal like social and working relationships;
- c) Directive like influencing others;
- d) Referential like reporting about things, events, people or language; and
- e) Imaginative like creativity and artistic expression.

These 5 broad functions can be further delivered by the teacher in the actual classroom with the use of the '3 Ps' of teaching model. They stand for 1) Presentation 2) Practice and 3) Production.

### 3.1 Characteristics of CLT

The most clear normal for CLT is that nearly everything that is done will be finished with an open plan. Learners utilize the language an awesome arrangement through communicative exercises, for example, games, pretends and critical thinking undertakings. Exercises that are really open, as per Morrow (as cited to in Johnson and Morrow 1981), have three elements in like manner: data crevice, decision and input. A data crevice exists when one individual in a trade something the other individual does not. In correspondence, the speaker has a decision of what she will say and how she will say it. If the learners can say something in restricted, the speaker must choose between limited options, and the trade, in this way, is not open. On the off chance that a learner must answer to his neighbor's scrutinizing the same path as his neighbor answered to another person's inquiry, then he must choose between limited options of structure and substance, and genuine correspondence does not happen.

Genuine correspondence is deliberate. A speaker can along these lines assess regardless of whether his motivation has been accomplished based upon the data he gets from his audience. In the event that the audience does not have a chance to furnish the speaker with such criticism, then the trade is not by any stretch of the imagination open, shaping inquiry through a change drill might be advantageous action, yet it is not with regards to CLT since a speaker will get no

reaction from an audience, so can't survey whether his inquiry has been comprehended or not. Another normal for CLT is the utilization of genuine materials. It is viewed as alluring to give learners a chance to create methodologies for comprehension language as it is really utilized. The exercises in CLT are regularly done by learners in little gatherings, little quantities of learners interfacing are favored keeping in mind the end goal to expand the time designated to every learner for conveying.

Other than these above elements, Richard and Rodgers (2001) depict other huge attributes of this methodology including its endeavors to make assignment and language significant to an objective gathering of learners through an investigation of bona fide, practical circumstances, its accentuation on the utilization of true, from life-materials, and its endeavor to make a protected, nonthreatening air. Every one of these endeavors likewise take after the real standards of communicative perspective of language and language learning: offering learners some assistance with learning language through bona fide and important correspondence which includes a procedure of inventive development to accomplish familiarity.

Communicative Language Teaching is frequently characterized as a rundown of general standards or elements. A standout amongst the most perceived of these rundowns is David Nunan's (1991) five components of Communicative Language Teaching:

- An emphasis on learning to communicate through interaction in the target language,
- The introduction of authentic texts into the learning situation,
- The provision of opportunities for learners to focus, not only on language but also on the learning management process,
- An enhancement of the learner's own personal experiences as important contributing elements to classroom learning
- An attempt to link classroom language learning with language activities outside the classroom.

### 3.2 Techniques of CLT

The most appealing aspect of CLT is techniques through it works. The techniques are such that the learner found it easy to deal with. They encourage learners to involve in it so that the desired result can be achieved. The most appealing techniques are as follow (Larson-Freeman, 2001):

#### **Authentic material**

To beat the average issue that learners can't exchange what they realize in the classroom to the outside world and to open learners to common language in an assortment of circumstances, CLT advocates the utilization of language materials real to local speakers of target language. Bona fide materials are genuine articles, for example, wrappers, bottles, compartments of various types, Etc. which have on them a few bits of language. This data is implied for clients, not for learners of language. Be that as it may, the instructor can utilize such materials for giving language hone in language use. Timetables are additionally one sorts of Authentic materials.

#### **Language games**

Games are utilized as often as possible as a part of CLT. The learners discover them agreeable and on the off chance that they are legitimately outlined, they give learners important communicative practice. Recreations are critical in light of the fact that they have certain elements just the same as genuine open occasions there is a reason to the trade. Likewise, the speaker gets prompt input from the audience on regardless of whether he or she has effectively conveyed. Thusly they can arrange meaning. At long last, having learners work in little gatherings amplifies the measure of communicative practice they get.

#### **Role play**

Role plays convey significance in CLT in light of the fact that they give learners a chance to work on imparting in various social setting and distinctive social parts. This gives the collaboration a percentage of the instability and suddenness included in genuine correspondence. In the pretends, learners are at first mindful just of the general circumstance and their own objectives in it. They arrange in the association itself as it develops, every accomplice reacting suddenly to the other's

open demonstrations and techniques. Learners likewise come to realize that one capacity can have a wide range of semantic structures.

#### **Scrambled Sentences**

The learners are given an entry in which the sentences are in a mixed request. They are advised to unscramble the sentence so that the sentences are restored to their unique request. This kind of activity shows learners about the union and lucidness properties of language. They figure out how sentences are bound together through formal gadgets, for example, pronouns, which make a content strong, and semantic recommendations, which bind together a content and make it sound.

#### **Picture Strip Story**

In this activity, one learner in a small group is given a strip story. He show the first picture of the story to the other members of his group and ask them to predict what the second picture would look like. An information gap exist-the learners in the group do not know what the picture contains. They have a choice as to what their prediction would be and how they would word it. They receive feedback, not on the form but on the content of the prediction, by being able to view the picture and compare it with their prediction. This gives learners practice in negotiating meaning.

### 4.1 CLT for English Language Teaching

The open methodology depends on the thought that learning language effectively comes through communicating genuine importance. At the point when learners are included in genuine correspondence, their characteristic procedures for language procurement will be utilized, and this will permit them to figure out how to utilize the language.

Communicative instructing depends on the work of sociolinguists who hypothesized that a powerful learning of a language is more than simply knowing vocabulary and guidelines of punctuation and elocution. Learners should have the capacity to utilize the language suitably in any business or social connection. In the course of the most recent three decades, scholars have talked about (and keep on examining) the careful meaning of open fitness. They do concur, in any case, that significant correspondence underpins language learning and that classroom exercises must

concentrate on the learner's bona fide requirements to convey data and thoughts. Language structure, elocution, and vocabulary are, obviously, essential parts of powerful correspondence. With the open strategy two essential methodologies might be taken. A few educators like to instruct a tenet, then tail it with practice. Most, however, feel linguistic use will be actually found through significant open cooperation.

The overall expanding interest for good correspondence in the English language has expanded altogether the obligation of the English language educator. The use of Communicative Language Teaching (CLT) has confronted issues and resistance in the English as a Foreign Language (EFL) connection (Ellis, 1996; Li, 1998; Liao, 2000). A positive relationship between open ability and language learning procedures has been accounted for. The reason for the study was to assess execution of a CLT approach in showing English in Indian schools and universities at a higher auxiliary level where the Grammar Translation Method (GTM) has been utilized for long.

As an instructor mentor working with worldwide gatherings, I am as often as possible solicited to incorporate a diagram from open language educating (CLT), and talk about methods for adjusting materials to make lessons more language or intelligent. Most gatherings are excited about the lesson opportunities which CLT offers. Be that as it may, some additionally demonstrated they felt obliged by the framework under which they worked, particularly those instructing in settings which are especially exam-centered. What's more, they questioned the pertinence of CLT to their circumstance, where a large number of the learners never utilized English outside the classroom. Interestingly, I had moved over a range of learners, eagerly bringing CLT alongside me as all around suitable (Belchamber, R., 2007). Taking my associates' worries on board, I started to

scrutinize the suitability of CLT for some of these differing learner gatherings. This was upheld by current perusing on the theme; the titles of a few articles made me think I ought to surrender the backing for CLT without even a second's pause. Be that as it may, the more I read on the point, the more I shielded the proceeded with suitability of CLT. It truly benefits the learners in an assortment of ways.

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