



NEW TREND IN ENGLISH LANGUAGE TEACHING – COMMUNICATIVE LANGUAGE TEACHING

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Abstract

Language is the greatest gift of nature to the human being. Actually it is a well defined system of oral and written communication. This paper is related to the new trend in English language teaching i.e. communicative language teaching. This approach emphasizes communicative competence of the language. Communicative language teaching pays systematic attention to functional as well as structural aspect of language. CLT focuses on process rather than product.

Key words: *Communicative language teaching, student, teacher, language.*



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Introduction :

Language is a unique characteristic of mankind which has separated him from the rest of the animal. Famous linguist P. Gurray rightly said, “For expressing anything that we have attended to, for recording information, for thinking and for getting what we want and so on”.

It simply means language plays a vital role in the mental, emotional, social and intellectual development of a person. The origin of Communicative Language Teaching (CLT) is to be found in the changes in the British Language teaching tradition. CLT gathered the speed of its development in the 1970s and early 1980s due to various developments in Europe and the United States. The ever growing need for good communication skills in English has created a huge demand for English teaching around the world. Millions of people want to improve their command of English. And opportunities to learn English are provided in many different ways such as through formal instruction, travel, studying abroad, as well as through the media and the Internet.

Objectives :

1. To know the concept of Communicative Language Teaching.
2. To know the characteristics of CLT.

3. To know the teacher's role in CLT.

Concept of Communicative :

Language Teaching :

Communicative language teaching means little more than an integration of grammatical and functional teaching. As William Littlewood states one of the most important features of communicative language teaching is that it pays systematic attention to functional as well as structural aspect of language. This approach emphasizes communicative competence of the language. A communicative approach combines the newer functional view of language with the traditional structural. View in order to achieve a more complete communicative perspective. It makes use of real life situations which are required for communication.

In present approach, the teacher sets up a situation that students are likely to encounter in real life. Communicative language teaching based on the communicative competence which is introduced by H.D. Hymns. One of the goals of CLT is to develop fluency in language.

Major Characteristics of CLT :

Wilkin (1983) enlists the three major characteristics of CLT. These are as follows-

- a) Syllabus design
- b) Methodology
- c) Material

a) Syllabus design :

Wilkins emphasizes on the communicative needs of the learner at the level of syllabus design. The CLT teacher is expected to fulfill and determine the learner's language needs. So it is teacher's responsibility to plan pair work group work in the classroom.

b) Methodology

Methodology concerns with the meaningful needs of learner. So the teacher can play vital role for strengthening the interactions into the classroom. The learner is also encouraged to exchange their thoughts and ideas.

c) Material

The term 'authentic' means realia or from life. Wilkins has advocated the use of authentic material in the classroom. These material include language based realia, such as magazines, advertisements, newspapers or graphic and visual cards.

Principles of Communicative Methodology :

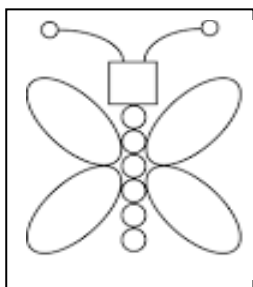
K. Johnson and K. Morrow emphasizes communicative language teaching as one which recognizes the teaching of communicative competence as its aim. Morrow supports five principles of communicative methodology-

1. Know what you are doing :

The aim of this principle is every lesson should complete with the learner being able to see clearly that he can do something which he could not do at the beginning.

Here is the feeling of the students – ‘something’ is useful for communication. The students have very clear idea about ‘Why I am learning or doing this?’.

2. The whole is more than the sum of parts.



This principle clears the view that the ability to handle the elements in isolation is no indication of the ability to communicate.

The ability to work in the context of the whole. This principle may lead to procedures which are either synthetic or analytic. A synthetic procedures involve students in learning forms individually and then practicing how to combine them. It also holds the Gestation view of Wholeness. E.g. the language teacher should present the whole text (loud reading) then she should analyze the text as line by line for better understanding.

This principle simply emphasizes use the language as a whole for effective communication.

3. The processes are as important as the forms :

Focusing on this principle K. Morrow explains three such processes which can be isolated or incorporated either individually or together in teaching procedures. These are as follows-

- a) Information gap
- b) Choice
- c) Feedback

a) Information gap

In our day today life communication plays vital role. It takes place when someone knows something that is unknown to the other. The motto of communication is to bridge this information gap. This includes transfer of given information from one person to another, or from one form to another, one place to other- generally calling for the decoding or encoding of information from or into language. Pair work, is the co-operative learning best examples

of it, in which each member of a group has a part of the total information and attempts to convey it verbally to the other.

b) Choice

The second main characteristics of communication is that the participants / speakers have choices, both in terms of what they will say and how they will say it. The speaker have freedom to express their ideas with proper form of language. So they have choice to select the linguistic forms to express themselves.

c) Feedback

The final principle of communication is (implicit in the two outlines above) feedback. When two speakers interact there is a particular aim in it. When we meet to our friends or colleagues we greet them, invite them or even sometimes complain to them. These strategies used by the speaker have fundamental importance in communication.

4. To Learn it, to do it (Learning by doing)-

The cardinal principle of learning theory is that one learns to do by doing. Although the teacher can help, advise and teach. Only the learner can learn; they must get involved in the activities and learn by doing.

5. Mistakes are not always mistakes :

To develop the communicative ability of the student it is necessary to be flexible enough. Let them commit the mistakes and then improve. So trial and error method can be useful applied here. Trivial mistakes of grammar or pronunciation do not matter as long as the student gets his message across.

Teacher's role in CLT :

The teacher is the facilitator of the class. Teachers are at the heart of any strategy to improve the performed of students. As Kothari Commission (1964), rightly said about the education, "The future of India is being shaped in its classroom".

So the classroom the teacher should be leader of the class. So the teacher has to play vital role as follows-

1. A facilitator :

In the teaching learning process, the teacher must aim to co-ordinate the activities. So such activities definitely lead towards greater communicative ability.

2. Language instructor :

In many activities, he / she may perform the familiar role of language instructor. In it he / she will present new / foreign language, exercise direct control over learners performance, evaluate and correct it.

3. Needs Analyst :

This can be done formally through administering a needs assessment instrument. The teacher can arrange various sessions as per student / learners language needs.

4. Counselor :

This is one of the major roles should be played by the teacher. In this role, the teacher-counselor is expected to exemplify an effective communicator for the learners. Here the teacher should paraphrase, confirm and give feedback as per the context.

Conclusion :

Communicative language teaching is a new approach to the teaching of second or foreign language. It emphasizes interaction as both the means and the ultimate goal of learning a language. In the upcoming future of teacher education in English language teaching CLT definitely bring new life of joy to the classroom. In a world where communication of information and information technology have broken new considerable ground, CLT confirmly can play an important role in education.

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