

A STUDY OF COMMUNICATIVE LANGUAGE TEACHING OF STUDENTS

Imran Mahammad*

*Research Scholar, Department Of English, Sri Satya Sai University of Technology & Medical Sciences, Sehore, M.P., India.

Dr.Renu Pandey

Research Guide, Department of English, Sri Satya Sai University of Technology & Medical Sciences, Sehore, M.P., India.

Abstract: *The overall findings reveal that English teachers and students hold a positive attitude towards CLT approach and a thorough sense of its significance; yet most of them witness challenges in their teaching and learning endeavours. The results generated from students show that they exhibit a greater need to inculcate excellent communicative competence, even to the extent of accomplishing perfection as good as the native speakers of English. Despite of undergoing various psychological issues such as anxiety and apprehension, they nevertheless display a constant desire to enhance their proficiency in English. These findings also reveal that English language learning is undeniably the foremost priority of the students. Hence, they desire that teaching of English should primarily focus upon imparting spoken skills to them. The data related to anxiety reveals that the major difficulty is that of anxiety and nervousness. While students wish to acquire proficiency in the use of English language, the process of learning however is full of challenge which gives rise to a lot of anxiety and nervousness amongst them. They are unable to learn the language without hesitation. The most positive finding of the study, however is that the students do realize and appreciate the need of attaining sufficient communicative competence despite of the various difficulties. Furthermore, no significant differences in the needs and beliefs of students across the state of Andhra Pradesh have emerged out of this study. This means that their needs and beliefs regarding CLT are almost similar to one another. Regarding comparative differences in difficulties however, the results are otherwise. There are significant variations found in the difficulty levels of the students from different institutions situated in different regions of the state of Andhra Pradesh.*

Keywords: Communicative Language Teaching, Engineering Students, CLT approach, English language, students

1. Introduction

English language educators both from the genuine homeroom climate and the perspective of the instructors can give analysts more strong confirmations on the idea of teaching English language educators' homeroom works on with respect to their hypothetical agreement and execution of various methodologies and in their study halls. Such explores can tell how their

hypothetical agreement and information can reflect in their study hall rehearses, just as the variables that can impact such practices.

A subjective report with respect to study hall practices of the standards and attributes of Communicative Language Teaching in English language homerooms can give specialists and instructors data to overcome this issue between language teaching in principle and in practices and to make an examination between what educators know and state and what they practice in their teaching.

Incomprehensible, as it might appear, the English language runs like blood through the veins of countries around the world. To have great relational abilities in English is a deep yearning for the vast majority. Communicative capability in the objective language is more requested now than any other time in recent memory. The always developing requirement for good relational abilities in English has provoked a gigantic interest for English teaching far and wide, as a huge number of individuals today need to improve their order of English or guarantee that their youngsters accomplish a decent order of English.

The overall interest for English has encouraged a gigantic interest for quality language teaching and language teaching materials and assets. Throughout the entire existence of language teaching, certain strategies, for example, Audio-lingual, Grammar Translation, Suggestopedia and Total Physical Response have come into see. Every one of these techniques have been broadly and widely examined and assessed by scientists and researchers. Every one of them has their own centre, frail focuses just as solid focuses and they depend on a hypothesis.

All in all, strategies are created dependent on hypotheses, for example, behaviourism, structuralism, constructivism and universal grammar. Communicative Language Teaching (CLT) is no special case with this respect (Larson – Freeman, 1986; Ellis, 1994). Presently a day, the CLT strategy, which is begun in Britain, is broadly utilized in English as Second Language (ESL) study halls around the globe. As per Barnaby and Sun (1989) and Ellis (1996), CLT is perceived as ground-breaking hypothetical model in ELT by numerous etymologists and language educators as a valuable way to deal with language teaching. In this short audit of CLT, I attempt to characterize Communicative Language Teaching approach, its hypothetical foundation and some significant qualities. I will likewise clarify principle points of interest and disservices of CLT usage.

The overall expanding interest for good communication in the English language has expanded altogether the obligation of the English language educator. The utilization of Communicative Language Teaching (CLT) has confronted issues and opposition in the English as a Foreign Language (EFL) setting. A positive connection between communicative skill and language learning techniques has been accounted for. The reason for the examination was to assess usage of a CLT approach in teaching English in Pakistani schools and universities at a higher auxiliary level where the Grammar Translation Method (GTM) has been utilized for long.

This circumstance is delivering clumsy clients of the English language in Pakistan. This was a blended strategy research, both subjective and quantitative strategies were utilized to gather and investigate the information. A triangulation of information source was utilized to guarantee the realness of discoveries. An analysis and study contemplate were led, while two goals guided this exploration:

(1) To assess the attainability of applying the CLT approach in Pakistan at halfway degrees of instruction. This goal was accomplished through students' viewpoint by directing a trial concentrate with twelfth grade students for a quarter of a year; while two gatherings of students were encouraged utilizing the GTM and CLT approaches independently. The two gatherings' accomplishment and mentality in pre-test and post-test were analyzed;

(2) To assess the educators' discernments about the hypothesis and practice of the CLT approach and, the instructors' apparent troubles in applying the CLT way to deal with teaching English at the higher auxiliary level in Pakistan. This goal was accomplished by directing an overview research with English language instructors at the higher auxiliary level in Pakistan. An organized survey was utilized for this reason. Other than this, ten educators were chosen among the survey respondents for a semi-organized meeting. The respondents distinguished four significant sorts of challenges, identified with: (a) instructors, (b) students, (c) the training framework in Pakistan and, (d) the hypothesis and practice of CLT itself

2. History of CLT

Communicative language teaching (CLT), or the communicative methodology, is a way to deal with language teaching that underscores cooperation as both the methods and a definitive objective of study. Language students in conditions using CLT procedures, learn and practice the objective language through the cooperation with each other and the teacher,

the investigation of "real messages" (those written in the objective language for purposes other than language learning), and using the language both in class and outside of class.

Communicative language teaching has been the focal point of language teaching conversations since the last part of the 1960s throughout the long term it had gotten clear to its advocates that dominating syntactic structures constantly didn't set up the students alright to utilize the language they are learning viably when speaking with others.

Accordingly, situational language teaching and its hypothetical guesses were addressed by British etymologists. A portion of the etymologists had the undertaking of furnishing the Council of Europe with a normalized customized for foreign language teaching. D. A. Wilkins was one of them, and his work has had the best effect on current materials for language teaching. He examined the current schedule types (linguistic and situational) and the communicative implications that a language student needs to comprehend.

Instead of the current schedule Wilkins proposed a notional prospectus. This schedule was not coordinated as far as linguistic structures yet rather determined what implications the students required to impart. What started as advancement just in Britain has extended since the mid 1970's. Presently it is viewed as a methodology that seeks after two principle objectives.

The first is "to make communicative capability the objective of language teaching" and the subsequent one, "to create systems for the teaching of the four language abilities that recognize the reliance of language and communication" (Richards and Rodgers, 2001, p.155). Another significant name related with communicative language teaching is A. P. R. Howatt. He separates between a "solid" and a "frail" rendition of communicative language teaching.

Howatt states that "a solid form is the improvement of a language through communication" (1984, p.279) doesn't mean reactivating existing information on the language but instead inciting the advancement of the language framework itself. Notwithstanding, the "frail" rendition centres around furnishing the student with adequate occasions to communicate in the language and to place that in the focal point of language teaching

Students speak about close to home encounters with accomplices, and educators show points outside of the domain of conventional grammar, to advance language aptitudes in a wide range of circumstances. This strategy likewise claims to urge students to join their own

encounters into their language learning climate, and to zero in on the learning experience notwithstanding the learning of the objective language. As indicated by CLT, the objective of language schooling is the capacity to convey in the objective language.

This is rather than past perspectives in which linguistic capability was ordinarily given main concern. CLT likewise centres on the educator being a facilitator, as opposed to a teacher. Moreover, the methodology is a non-systematic framework that doesn't utilize a course book arrangement to show the objective language, but instead deals with creating sound oral/verbal aptitudes preceding perusing and composing.

Communicative Language Teaching (CLT) is a technique for teaching second and foreign language. This strategy features 'cooperation' as both the procedure and target for learning a language. Furthermore, it is known as the communicative way to deal with teaching foreign language or basically, the communicative methodology. CLT was said to have begun from Britain during the 1960s.

I filled in as a substitution to the famous strategy known as Situational language teaching which depends on the underlying perspective on language. Language specialist Noam Chomsky scrutinized the primary semantics since it was insufficient to cover grammar since there would be limitlessness of sentences that could be said. What Chomsky recommended that a bunch of boundaries should be made that would have the option to create all the potential sentences in a language.

3. The Theory behind CLT

The theory behind CLT suggests that we learn language by using it. However, we use language in four different ways, which we can think of as competencies. The best way to develop communicative competence is for learners to strengthen these areas of competence. In the diagram, the learner's discourse, grammatical, sociolinguistic and strategic competencies overlap in areas high in communicative competence.

- Discourse Competence refers to the learner's ability to use the new language in spoken and written discourse, how well a person can combine grammatical forms and meanings to find different ways to speak or write. How well does the student combine the language's elements to speak or write in English? Teachers often call this ability the student's fluency

- Grammatical Competence refers to the ability to use the language correctly, how well a person has learned features and rules of the language. This includes vocabulary, pronunciation, and sentence formation. How well does the learner understand the grammar of English? Teachers call this accuracy in language use. Fluency and accuracy are traditional measures of effective language learning. The other two competencies are less obvious
- Sociolinguistic Competence refers to the learner's ability to use language correctly in specific social situations – for example, using proper language forms at a job interview. Socio-linguistic competence is based upon such factors as the status of those speaking to each other, the purpose of the interaction, and the expectations of the players. How socially acceptable is the person's use of English in different settings? This competency is about appropriacy in using language.
- Strategic Competence refers to strategies for effective communication when the learner's vocabulary proves inadequate for the job, and his or her command of useful learning strategies. Strategic competence is how well the person uses both verbal forms and non-verbal communication to compensate for lack of knowledge in the other three competencies. Can the learner find ways to compensate for areas of weakness? If so, the learner has communicative efficacy.
- CLT has its critics. For example, an early critic of the approach, Michael Swann, pooh-poohed the approach brilliantly in a pair of academic essays. His critique seems to be aimed at early dogmatic, almost evangelical, writings on CLT. In the early days many true believers seem to have failed to appreciate that non-CLT language teaching can also be effective.
- The non-dogmatic approach I advocate seems less open to criticism, since it happily accepts methods and techniques from other approaches, as long as they work. One of Swann's criticisms, however, still rankles. Said he, "language learners already know, in general, how to negotiate meaning. They have been doing it all their lives. What they do not know is what words are used to do it in a foreign language. They need lexical items, not skills..." Many CL teachers believe vocabulary acquisition is the most important part of language learning, and that the most important lexical items to learn are verbs. The rest of language learning can be illustrated in a parallel diagram, shown below. This model applies to all languages, regardless of the method or approach the teacher uses, and it is relevant irrespective of your approach to language teaching.

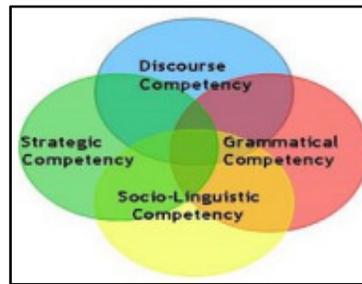


FIGURE 1: CLT

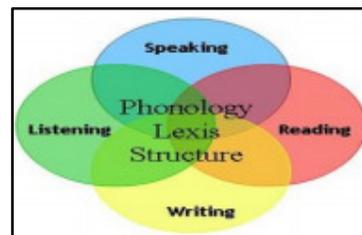


FIGURE 2: The Heart of Language

In the heart of this diagram lie the three segments of language: phonology, lexis and structure. Together, they involve the substance of language around the fringe of the realistic are the four language abilities. These are speaking and writing, the beneficial or dynamic aptitudes; and tuning in and perusing, the open or latent abilities. Language Content

Phonology alludes to new highlights of the sound arrangement of the language. For instance, zeroing in on the contrast between the words "tear" and "lip" is a phonological exercise. A more normal approach to instruct phonology is essentially to have students rehash jargon utilizing appropriate pressure and articulation.

- Structure alludes to the principles we use to make right sentences. For most purposes, we can consider structure being equivalent to grammar. At the point when we encourage language structure, we quite often present these as specific illustrations or model sentences, and they are often called "designs".
- Lexis is about words at the point when we state we are presenting another "lexical thing" in an exercise, we generally mean another piece of jargon. It is some of the time hard to choose whether a thing is primary or lexical. For instance, when we study phrasal action words like "cleave down" or "stand up" in a class, we can address the point lexically or basically. Each language, including gesture-based communication,

has these parts. Lexical, underlying and phonological substance lies at the heart of the language.

- Yet, to make the language wake up requires the practices identified with tuning in, speaking, perusing and writing. In language teaching, the expression "language aptitudes" alludes to the mode or way wherein language is utilized. Tuning in, speaking, perusing and writing is commonly called the four language aptitudes. We manage every one of these points in some detail somewhere else. Speaking and writing are here and there called the dynamic or beneficial aptitudes, while perusing and listening are known as the inactive or responsive abilities.
- As we examine somewhere else in this content, it is conceivable to think about intuition in the second language as another profoundly alluring capacity. Some consider it the fifth ability. So the writing is on the wall.

4. Elements of CLT

- **Communication – According to Ability**

Regardless of whether CLT should be viewed as a methodology or a philosophy is a more theoretical discussion and here I need to manage its more functional viewpoints. Indeed, it is those very components, and the name itself, which have been utilized to challenge the future significance of CLT. Initially, the name suggests an attention on communication and some may contend that this technique can't be utilized truly with low levels as there is no real communication, because of a restricted jargon and limited scope of capacities.

At first, huge numbers of a student's expressions are conventional. As an aside, consider exactly what level of our own English articulations are extraordinary, and how often we depend on a set expression; since it is conveyed unselfconsciously and with regular pitch doesn't make it unique. The point is that the length and intricacy of trades, and sure conveyance, will develop with the understudy's language capacity.

With the accentuation on communication, there is additionally the ramifications that expressed trades should be valid and significant; doubters guarantee that the fake idea of study hall based (for example teacher - made) collaborations makes CLT a paradoxical expression.

In any case, a proficient teacher will give a unique situation so that class connections are sensible and significant however with the help expected to help students to produce the

objective language. We need to consider that creating language is an expertise and when we become familiar with ability we practice in ad lobbed settings. For instance, before an attendant gives a genuine infusion, they have penetrated numerous a bit of organic product to sharpen their method.

- **Exactness Just as Fluency**

It may likewise be contended that the degree of a portion of the structures or capacities may never be utilized, in actuality. One model is descriptor request; I have given students an activity where they need to deliver an expression with a series of modifiers, for example, "a solid, orange, Norwegian, canvas tent." This is extremely unnatural, as most occasions we just consolidate a few descriptive words. The other model is headings – we have students follow a guide and arrange thorough bearings which propose labyrinth like intricacy. Truly, a large portion of us most likely are just associated with a three-stage set of bearings. Indeed, what we are doing with these activities is presenting students to designs which they can later enact.

This emphasis on exactness versus familiarity is one of the issues not often viewed as in a conversation of CLT. The teacher chooses to focus on one or opposite finish of this band, contingent upon the kind of exercise, or the phase of a specific exercise, and exactness is their decision in the event that they need to manage students getting things right, accept an open door for rectification, or measure the achievement of their teaching, for instance.

More liberated speaking includes more decision, thusly greater equivocalness, and less teacher mediation. While CLT infers the exercises are more understudy focused, this doesn't mean they are un-organized. The teacher has a significant part all the while, and that is setting up exercises so communication really occurs. There is a ton of readiness; precision practice is the scaffold to a familiarity action. By suggestion, CLT includes outfitting students with jargon, structures and capacities, just as methodologies, to empower them to collaborate effectively.

- **Advancing Learning**

This profits us to the thought of who we are teaching, and why. Are our students meaning to learn or obtain English? Do they need to know lexical things and semantic principles as methods for finishing a test, or would they like to have the option to cooperate in English? For those slanted to keep up the polarity among learning and obtaining, and who contend that

our essential centre is students, CLT still has importance. It is ideal to audit an early meaning of CLT. As indicated by Richards and Rodgers, in Guangwei Hu, CLT is fundamentally about advancing learning.

Of course, Mark Lowe recommends that we take cues from Halliday and drop the qualification among learning and procurement, and allude to language dominance all things considered. All things considered, if the students ace the language, they will absolutely have the option to perform better in tests, if that is their objective. Moreover, the individuals who do see a reason past homeroom related English will be better prepared for utilizing the language socially.

- **Inspiration**

One of the steady conversations in the entirety of my teacher preparing bunches was the means by which to propel students. This recommends that the attention on finishing the test was not in every case enough. Inspiration identifies with drawing in students yet in addition incorporates certainty building. In the event that there is an atmosphere of trust and backing in the study hall, at that point students are bound to contribute.

One method of building up this is to permit pair-checking of answers before open-class checking happens. Another path is to incorporate an open door for students to talk about a point in little gatherings before there is any desire that they talk before the entire class. Evelyn Doman recommends that "The requirement for continuous arrangement during connection expands the students' obvious participation..." It is this association we need to tackle and expand on.

In some cases, the cooperation is not really what we would characterize as 'exchange', yet just a commitment. For a couple of students, simply expressing a word or an expression can be an accomplishment. To be sure, a portion of the teachers in the instructional meetings said this was the objective they set for their more hesitant understudies. And I have had students who, subsequent to writing their first note or email in English, communicated their pride at having the option to do as such.

On the off chance that teachers believe a movement to be immaterial or not connecting enough, there are numerous different undertakings which might be more proper, for example, overviews, utilizing an improvement picture and brief inquiries (Who... Where... When...What...), or a progression of pictures which should be sequenced before a story is

examined. In this regard, CLT addresses another zone which continually challenges teachers, the blended capacity class when the exercise advances to a more liberated speaking action, students can contribute as per their capacity and certainty, in spite of the fact that I recognize the two should be extended.

So, there is a test for the more able students, while those with a normal capacity actually feel their work is legitimate. These contrasts and the less inventive open doors offered by certain course readings, where students read an exchange, maybe doing a replacement action, for instance. An essential duty is thinking about and reacting to the necessities of our students, so if the course book is insufficient, we need to utilize the accompanying advances: select, adjust, reject and supplement. Besides, in light of the fact that each class we instruct has its own attributes and needs, CLT will change each time we utilize it.

5. The Communicative Language Teaching Approach

The "communicative way to deal with the teaching of foreign languages" — otherwise called Communicative Language Teaching (CLT) or the "communicative methodology" — underscores learning a language through authentic communication. Learning another language is simpler and more charming when it is genuinely important. Communicative language teaching (CLT) is a way to deal with the teaching of second and foreign languages that stresses association as both the methods and a definitive objective of learning a language. It is additionally alluded to as "communicative way to deal with the teaching of foreign languages" or just the "communicative methodology".

Communicative language teaching (CLT), or the communicative methodology, is a way to deal with language teaching that stresses association as both the methods and a definitive objective of study. Language students in conditions using CLT strategies learn and practice the objective language through association with each other and the educator, investigation of "legitimate writings" (those written in the objective language for purposes other than language learning), and utilization of the language in class joined with utilization of the language outside of class..

Powerful information on a language is more than simply knowing jargon and rules of grammar and elocution. Students should have the option to utilize the language suitably in any social setting. Scholars concur that important communication underpins language learning and that homeroom exercises should zero in on the student's genuine requirements to impart data and thoughts.

The Communicative Approach, otherwise called communicative language teaching (CLT), accentuates collaboration and critical thinking as both the methods and a definitive objective of learning English - or any language. Accordingly, it will in general underscore exercises, for example, pretend, pair work and gathering work.

It exchanged conventional language teaching's accentuation on grammar, and the teacher-focused homeroom, to that of the dynamic utilization of legitimate language in learning and obtaining Grammar, articulation, and jargon are, obviously, essential pieces of successful communication. With the communicative strategy, two essential methodologies might be taken:

- Some teachers like to show a standard, and then follow it with training.
- Most, however, feel grammar will be normally found through significant communicative collaboration.

The expression "Communicative Language Teaching" (CLT) implies various things to various teachers. To certain teachers, it basically implies a more noteworthy accentuation on the utilization of the objective language in the study hall, and specifically, a more prominent accentuation on ethical quality. To different teachers, communication involves the trading of obscure data between questioners. And at long last, a few teachers understand communication in the most worldwide, anthropological terms, that is, as a social security framework for making meaning. In spite of their different meanings of CLT, all the module educators appear to advocate for a communicative methodology.

6. Conclusion

A majority of students believe that those who attended the communication classes consistently improved their confidence. But at the same time several students have reported that sufficient practice drills are not conducted during their term. This obviously points out a gap in the implementation of CLT because the minimum required input of training and guidance is not facilitated to these students. Other than expressing their beliefs about insufficient training available to them, these students strongly recommend the inclusion of mandatory student-cantered practices and drills in their curriculum. They believe that the present course contents are facilitating the learning of language skills, however they want to have even more challenging and activity-based course contents. If the desired additions are incorporated in the contents of the syllabi, it would aid to resolve another issue of transforming the teachers' role from that of a controller to a facilitator. It is because the

students believe that their teachers should take a back seat and act solely as a guide. Further they believe that they should be allowed to come in the forefront to participate actively in the classroom environment. For this they believe that not only the active participation is important but there is also a need for sufficient number of contact hours. Thus, they have expressed an intense desire to extend the number of lectures allotted to the subject, so that they get ample exposure to the language. Probing into the needs and beliefs of these engineering students, it certainly becomes evident that English language learning is undeniably a foremost priority of these students in the engineering academic circles.

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