

A Study of Communicative Approach in English Language Teaching

ROSHAN R.¹, NANDHINI C.²

^{1,2} Ph.D. Research Scholar, Department of English (Aided), Kongunadu Arts and Science College (Autonomous), GN Mills, Coimbatore – 641029, Tamil Nadu, India.

Abstract- English Language Teaching basically expressed the application of language along with present practice and developments in teaching and examining. Communication performs as a fundamental formula for language teaching. There are many approaches and methods are built in the field for perfect understanding and learning for the students. The communicative approach is depending upon the idea that learning language successfully travels through communicate real meaning. When learners are included in real communication, their natural strategies for language acquisition will be adopted, and this make them to learn how to use the language. This paper concentrates on the different approaches for language teaching and the way how it makes the students to involve themselves in the study intriguingly. Communicative Approach is a real communication and interaction, along with objective in learning the means through which it takes place also been noted. The Communicative Method is in reality an umbrella term – a broad approach rather than a specific teaching methodology, and has now become the accepted ‘standard’ in English language teaching (Taylor). This approach origins in the 70s and became important as it proposed an alternative to the then ubiquitous systems-oriented approaches, such as the Audiolingual method. That means that, apart from focusing on the study of grammar and vocabulary (grammatical/linguistic competence), the Communicative Approach focused on developing the learner’s knowledge to communicate in the target language (communicative competence), with an effective focus on real-life situations.

I. INTRODUCTION

Some important features of the Communicative Approach

- Communicative aims in lessons:

Communicating ideas is the major goal in CLT, and language acts as an instrument for learners to reach these communicative aims. For this reason, the language syllabus takes Communicative Approach to teaching favour lesson aims that guides students to practice and develop their linguistic competence, apart from their grammatical competence. In order to get this, different types of syllabi are introduced, particularly the functional-notional syllabus, that motives learners to focus on the meaning (function) of language and make practice of it.

Moreover, the syllabus also adds the work on the four skills (Reading, Writing, Listening and Speaking), its development is vital for students to face and make them to practice for real-life goals. The skills are many times worked with what is known as integrated-skills approach. For instance, in a listening lesson, students can be instructed to watch a video through online and post their ideas and points regarding it in the comment column. Here not only asking learners to leave their points but also the teachers working on the appropriate language, vocabulary and register for this text explicitly, it infuses the writing skill in a listening lesson.

This is valuable when accepting the Communicative Approach because it turns more realistic: in genuine communication, skills are processed in isolation, and an integrated-skills approach energies what happens in real life. In skill lessons the sources of the text things is also important. In the Communicative Approach the classic texts are commonly favoured because it offers learners with exposure to a more real use of language.

- Teacher acts as a facilitator:

Learners are the centric figure of instruction in the Communicative Approach. This shows that the role of teachers has been changed when evaluated with

previous methodologies. They are like audio lingualism and the direct method. The teachers are projected as a facilitator in the modern era. There are some responsibilities are allocated to them, those responsibilities are listed below.

- Fluency and accuracy practice:

In order to support the learners to develop their communicative competence, it is significant to offer a range of practical activities. Even though the main aim is all about original communication, allocate a separate room for activities and for practising exercise that ensure learners to practice language in a more disciplined manner, concentrating on the development of accuracy. These cannot be the only source of language practice. Activities that concentrate on the improvement of fluency are a major part of a Communicative Approach lesson because it provides learners the offerings to communicate meaning.

- Activity types and classroom tips:

Hereafter the teachers are not the centre of instruction, activities in the Communicative Approach commonly acts in-between student-student interaction and mainly learners' opportunities to speak. The activities listed in the paper can be effective for learners to give practice of the language, and the level of support given may vary based on the stage of the lesson, the students' level of ability and the lesson aim. In spite of that, it is significant to stress the preparing students to perform tasks is a prominent step for the successful act of activities and the improvement of their communicative competence. There are some activities are listed below in a Communicative Approach lesson

- Role-plays:

In role-plays, learners are provided with an imaginary situation and call out to perform a variant role or plays among themselves in different scenarios. Role-plays make students to imagine themselves in present real situations and practice a kind of rehearsal before they want to use English in real world. It also turns fun filled and motive the students to improve their abilities.

- Information-gap activities:

Information-gap activities aim is to make learners to talk each other and bring out the hidden information

they need to perform in a particular task. The information which are all missing may include words, numbers and even diagrams. The main motto is to get learners to talk and work jointly to share the respective information they are in need of.

- Jigsaw activities:

Jigsaw activities points out learners reading, listening or enacting different tasks at the same time and later on discussing about what they have done with their peers. For sample, 50% of the learners allocated to watch a video on a particular topic and the remaining makes to watch a different video along with a variant viewpoint. Once the two groups completed on watching videos and complete the tasks for comprehension, they were asks to explain what are the findings in front of their peers.

- Open-ended discussions and debates:

Debates and discussions are proved as a great source for fluency practice. They make the students to discuss their views about the particular topic with the groups. It also makes use of their communicative resource to convey ideas, make points, and agree and disagree with others. Debates are generally engaging and gives a rich resource for teachers to assess their students' communicative competence. So, preparation for debates highly recommended for the practice of student's development programmes.

REFERENCES

- [1] Saleh, Zainab. "Approach and Features of Communicative Language Teaching." *Study.com*, 2022, <https://study.com/learn/lesson/communicative-language-teaching-approach-f>
- [2] Taylor, Alex. "Communicative Language Teaching." *TJ Taylor Blog*, <https://blog.tjtaylor.net/method-communicative/>
- [3] "The Communicative Language Approach in ESL Education." *University of Louisiana Monroe*, 2021 <https://online.ulm.edu/degrees/education/m-ed/curriculum-and->