

## **A Study on Trends and Practices of Communicative Language Teaching: An Overview**

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### **Abstract:**

Communication is an art as well as a science. It needs both creativity and knowledge of language rules. Over the past two decades “communicative language teaching” (CLT) has become a real buzzword in language teaching methodology, but the extent to which the term covers a well-defined and uniform teaching method is highly questionable. I want to ask a modest question to the entire class of teachers and professors that what makes your teaching joyful and an enchanting experience for the learners of the language across the world. The easy and mostly awaited answer is “effective teaching.” It is not about a method but it all about understanding and implementing the principles of teaching.” When we talk about implantation of method the only way to teach English language through thrilling experience is CLT.

**Keywords:** *Communication, Language, Skills, English, Language Acquisition*

### **1. Introduction:**

Communication is an art as well as a science. It needs both creativity and knowledge of language rules. Over the past few decades, there have been numerous changes and trends in the field of teaching second languages. Many techniques have come and gone. Educators worldwide are familiar with the use of sound-lingual and cognitive techniques. Additionally, efforts to set proficiency goals and provide a broad sense of direction have changed the area through the competency and standards-based movements. The approaches of communicative language teaching (CLT) include a variety of instructional philosophies that are adapted from many approaches. Moreover, they draw inspiration from research findings in neuroscience and psychological sciences of education, as well as second language acquisition (SLA), and are grounded in a variety of theories. The aim of this paper is to provide an introduction to CLT and to general empirical principles that serve as both conceptual and operational guidelines when putting CLT techniques into practice.

### **2. Background of Study**

Most people consider communicative language teaching (CLT) to be a method of teaching languages (Richards and Rodgers 2001). It represents a theory as well as a paradigm for investigation (Celce-Murcia 2001). It is predicated on the idea that efficient human communication is language's primary purpose. The development of proficiency in communicating, or more simply expressed, interpersonal ability, is its main objective (Hymes, 1971). Stated differently, the objective is to leverage real-world scenarios that require communication.

The ability to recognize and perform proper social behaviors is known as communicative competence, and it necessitates the learner's active participation in the production of the target language. The concept includes a broad range of skills: linguistic proficiency, which is the knowledge of syntax and lexicon; sociolinguistic competence, which is the capacity to speak appropriately in a given social setting; conversation.

competence, which is the capacity to initiate, join, facilitate, and end a conversation in a harmonious and consistent manner; and the ability to effectively communicate and resolve issues resulting from failures in communication. (Capabilities in strategy) According to academics and researchers worldwide, CLT is not a methodology. As Richards and Rodgers (2001) point out, it is not a technique in the sense that it does not explicitly identify content, a syllabus, and instructional routines. CLT has thrown open its doors to an enormous array of approaches and strategies. According to Richards and Rodgers (2001), there isn't a single text that is considered authoritative in the field, nor is there a single model that is widely acknowledged. It generally makes use of resources and techniques that are suitable for the particular learning environment. This enables it to satisfy a variety of proficiency-oriented aims and take into account the various requirements and preferences of learners while also embracing and reconciling a wide range of methodologies and points of view regarding the teaching and learning of languages.

### **3. Objectives of Study**

- To examine the role of communicative language teaching in the changing scenario
- To study the trends and practices of communicative language teaching

### **4. Discussion**

Language learning and teaching are best accomplished through social, classroom, and individual encounters. Students are able to exchange knowledge, concepts, and viewpoints through these exchanges. Additionally, it aids in the learners' comprehension of the entire language acquisition process. Put another way, learners are given a purpose to apply the grammar in a relevant context through the tasks that are presented, not by the texts they read or the grammar they study. This means that task design and implementation play a crucial part in determining how languages are learned and how easily they come to be. A task is just an action that the teacher assigns to the pupils in order to help them improve their communication skills. They actually serve as CLT's guiding organizational principle. Numerous definitions concentrate on various facets of what makes a task. The word "task" is interpreted in three different ways below, each of which draws attention to a particular subtlety of the word. Nunan (1989) provides one of the definitions of task that is most frequently cited. According to him, a task is any assignment in class that requires students to understand, manipulate, produce, or interact in the target language with a primary focus on meaning rather than form.

While there are many other definitions of tasks, Nunan's definition specifically mentions the classroom and emphasizes that completing a task may require using one skill or a combination of several. His explanation acknowledges the necessity for pedagogical attention to be paid to skills alone while teaching language acquisition. The fact that giving pupils a range of activities to complete in order to facilitate acquisition presents one of the difficulties with task-based learning and education. Numerous pedagogical needs of students frequently call for a distinct method of instruction. For instance, studies have shown that psycholinguistic and metalinguistic activities that support language learning are necessary for learners to perform. These activities include repeating, seeing forms, speculating, and comprehending rules. Nunan (1993) makes a distinction between two types of tasks as a result: educational tasks and real-world tasks. The abilities that students must possess in order to function in the actual world are highlighted in real-world projects. These tasks typically mimic real-world task behavior, and achieving a goal is frequently their main objective. For these reasons, the culmination of a class or unit typically consists of those types of tasks.

Pedagogical tasks, as opposed to real-life tasks, are meant to serve as a link between the classroom and the outside world by preparing students for language use in everyday situations (Long, 1998). These kinds of jobs are frequently called "assimilation" or "preparation" duties. By taking into consideration the pedagogical purpose of the teacher, the stage of growth and skill level of the learner, and the social settings of the second-language classroom, they are made to support the process of language acquisition. They frequently play an enabling role, helping students both in the general development of learning abilities and methods as well as in their comprehension of how language functions. Furthermore, they concentrate on certain skills in a limited context. Real-world tasks are not always reflected in pedagogical tasks. For example, in the integration exercise, students fill in the missing words in descriptions. The idea behind this approach is that there are some fundamental facts that students should learn first. Moreover, they are focused on certain verb tenses and terminology that they must use in the next assignment.



(Source: [Kyeong-Ouk Jeong](#))

Learning by doing is implied by a task-based learning strategy. Although this idea is not novel to communicative language teaching approaches, many educators have long acknowledged and supported it as the guiding principle of learning (for a quick summary, see Long and Doughty 2003). It is predicated on the idea that giving students a hands-on education improves their intellectual involvement. In addition, as Doughty and Long (2003) remind us, "new knowledge is better integrated into long-term memory, and easier retrieved, if tied to real-world events and activities" (p. 58). An active approach to language use from an early age is strongly supported by research on second language acquisition for the "learning by doing" idea. For instance, Swain (1985, 1995) contends that language acquisition requires active language production. They may only experiment with new regulations and adjust them suitably in this manner. Omaggio-Hadley (2001) contends that as soon as productive skills are provided, students should be encouraged to communicate their own meaning. These opportunities ought to encompass a diverse array of circumstances in which students can do multiple speaking acts. Additionally, for the learner's linguistic knowledge to become automatic, this must occur in authentic communication situations (Ellis 1997).

The broad inclusion of real materials in the curriculum is one of the teaching strategies supported by communicative language teaching (CLT). Texts, images, clips from videos, and other instructional resources that were not specifically created with pedagogy in mind are referred to as authentic materials (Richards 2001). Notifications, talks, and exchanges taken in full or in part from public TV and radio broadcasts, actual phone

conversations, voicemail messages, and messages left on answering machines are a few examples of authentic audiovisual resources. The use of real materials has several reasons to be justified. They are realistic and represent language use in everyday situations (Richards 2001). Stated differently, they provide pupils with authentic language experiences in settings where it naturally arises. Additionally, they are more directly related to the requirements of the learners and thus serve as a bridge between the needs of the students outside of the classroom. A more creative approach to teaching is also supported by the use of genuine resources, which enable educators to reach their full potential by creating assignments and activities that better suit both their own and their students' learning preferences.

Finally, in order to employ real resources, teachers must teach their students how to use learning strategies from an early age. At all instructional levels, these are critical abilities that facilitate learning. For most teachers, access to real data—like text- or video-based resources—is no longer an issue. However, there are several obstacles to overcome when using these resources in lower-level schools. Genuine materials frequently use complex vocabulary. Typically, there isn't a single text that perfectly matches the students' overall ability level. For instance, a single paragraph from a magazine article might be suitable for beginners, but the following one might be much too complex and need a unique task design to make it workable. Put another way, teachers need to be ready to invest a significant amount of time in finding appropriate sources for materials and creating learning tasks that complement the contents and support the learning process in order to create learning resources centered on real materials.

As previously mentioned, since the beginning of CLT, language instructors have been using real materials in the classroom at progressively lower learner competency levels. Simultaneously, a lot of published materials use real-world sources and actual texts. A combination of textbook-based and actual materials, especially at the initial levels, justifies behaviors that are pedagogically required and achievable while taking into account the benefits and drawbacks of employing authentic materials.

## **5. Conclusion**

Communication is an art as well as a science. It needs both creativity and knowledge of language rules. To sum up, I suggest that the language lab experience is essentially just putting second language learners inside the communicative language teaching compass. It is one of the tried-and-true techniques for teaching English in a fresh and unassuming approach.

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