

Impact Of Communicative Language Teaching Towards Professional Students

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ABSTRACT

Communicative Language Teaching as a method of 21st century in terms of learning foreign languages undoubtedly takes a very important place. In our research, we did a literature review regarding the Method of Communication, in the regional countries; Since, CLT shows a number of advantages compared with other standard methods, its impact on students' performance and motivation. The significance of interpersonal communication is increasing in manifold ways in the contemporary globalized world. Communicative language teaching (CLT) has gained immense importance since the effective communication skill has emerged as a mandatory requirement to flourish in the professional and technical world. As such, CLT the approach of language teaching is contemporarily applied and implemented in the professional and technical institutes across the country. It was also used the experimental method to see the differences of students' performance, of those who are taught using the Communicative Language Teaching Method and those who are taught with other standard methods. Some prominent definitions of Communicative Language Teaching are mentioned along with the origin, theoretical background and major characteristic features. Communicative Language Teaching (CLT) is one of the best and a recent approach in teaching English as foreign / second language and it has been brought under focus by many linguistics and researchers. This paper also explain who this approach has made language learning more communicative with reference to many researchers conducted studies on this approach.

Keywords: Communication Language Teaching- Method, teaching, Motivation, Kosovo Curriculum.

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INTRODUCTION

The focus of the present study is to evaluate the increasing importance of teaching and learning English language in the contemporary era. The study aims to identify and locate the actual problems and obstacles faced by the engineering students in the English classroom. These problems deter the implementation of appropriate approach for the inculcation of excellent communicative skills in English amongst pupils. So, the present study focuses to highlight the basic needs of Communicative language teaching (CLT), of engineering students of Andhra Pradesh (India). It shall also attempt to locate the underlying complications of teaching and learning of English as a foreign language (EFL). The development in the existing information resources, the profusion of technical expansion, the speedy monetary changes and promptly growing international openings have shown the way to sensitive competitiveness in the professional world. In this era of great advancement, English language has certainly turned out to be the most privileged language of the world. It has achieved an international recognition as it serves as a unifying factor among various nations of the world and it also serves as the most powerful reservoir of the world culture. These immediate improvements necessitate redefining of skill sets amongst the learners, thereby shaping the complete persona of an individual. Today, no matter how proficient a candidate is, if one wishes to meet global standards and wants to accomplish an international level occupation, one is not only required to prune one's skill set in the concerned area but also develop English communicative expertise. Communicative Language Teaching (CLT) can be followed back to the 1970s when specialists and language professionals started reflecting and examining the idea of communicative skill. In useful terms, in any case, there has been such a hole between hypothetical establishments of CLT from one perspective and its execution in homeroom conditions then again. This theory investigates and examines the hypothetical establishments of CLT dependent on the current models of communicative capability and proceeds with recognizing CLT's pragmatic difficulties ordinarily persevering in second/unknown dialect teaching and learning settings".

The present research is concerned with the implementation of Communicative Language Teaching. This empirical survey is conducted, in order to judge the attitudes of teachers & students and problems existing in the system". The study is based on primary and secondary data. In order to get maximum response and viewpoints, the research has made an investigation into CLT through pre-tested and well drafted questionnaires from teachers and students personally to know their needs and beliefs. Two questionnaires are separately used to interview the professional students and teachers. For secondary data the research papers in various national and international journals are mainly relied upon. The study is conducted over a sample size of engineering students and teachers working in engineering institutions through circulating questionnaires and interviewing them. To ascertain the depth and reliability of each questionnaire, a pilot study has also been conducted. To make the study more reliable, various statistical techniques have been used to analyze the collected data and finally reach a consensus.

The significance of interpersonal communication is increasing in manifold ways in the contemporary globalized world. Communicative language teaching (CLT) has gained immense importance since the effective communication skill has emerged as a mandatory requirement to flourish in the professional and technical world. As such, CLT the approach of language teaching is temporarily applied and implemented in the professional and technical institutes across the country. The review of the literature however indicates that its implementation witnesses serious setbacks due to numerous difficulties that otherwise seems very casual. A large chunk of English language teachers' energy and efficiency is

drained out in enabling the students to comprehend the basics of language. Although a lot of effort is contributed from both ends i.e. from students and teachers, yet the process of language acquisition remains in a deadlock situation. The practical execution of CLT suffers from numerous gaps and snags in the country.

Considering the prevailing English teaching scenario in engineering institutes of Andhra Pradesh, it was felt necessary to administer a need analysis of engineering students and teachers in order to locate the core problem areas and existing gaps. English being a foreign language poses a number of challenges to both students and teachers who are obviously the non- native speakers. Being non-natives, they both grapple with numerous issues pertaining to teaching and learning of English. While a few problems may vary from person to person, on the whole the major obstacle is to learn/teach a foreign language in the near perfect manner. In addition, there are many individual problems that subsist in the scenario of foreign language learning.

COMMUNICATIVE LANGUAGE TEACHING

Historically, CLT originated from the dissatisfaction of the linguist to the traditional methods which emphasis on grammar: GTM, ALM and SLT, emerged in 1970s. The centrality of grammar in language teaching (emphasized in these three methods) was questioned, since it was argued that language ability involved much more than grammatical competence. Linguists began to look at language, not as interlocking sets of grammatical, lexical, and phonological rules, but as a tool of expressing meaning. Language was no longer seen as abstract grammatical rules, but of having applications in social contexts and as such it is not just about 'grammar' but also about functions and notions. Nowadays, it is difficult to imagine any practitioner, anywhere, arguing against this. Generally stated that the emergence of CLT signed the major change of the view on language philosophy from grammar rules to communication rules. The teaching of language in the previous methods was seen to be error. It was argued that their practices not quite useful to make students able to communicate due to the loss of contexts. The students were not learning enough realistic, whole language, even without appropriate social norms, gestures or expressions, because the traditional practices did include information of this kind⁵. In short, it is strongly suggested that context must present in teaching of language. Therefore, to make learners able to communicate in a language, the advocates of CLT propose that teaching language must be to develop students' 'Communicative Competence'. Other than defining what language to be targeted in the classroom, communicative competence suggests the teaching of language integrated with all the complete components of communication. The common components of communicative components in the field of language teaching today are: linguistic, sociocultural, factional, strategic and discourse competence. This shift requires the teaching of language change from the presentation of grammatical rules of a language towards performing communication activities in the classroom: listening, speaking, reading and writing performances. The five components of communicative competence will be embedded in every performance communication activity.

THE ORIGIN OF COMMUNICATIVE LANGUAGE TEACHING

Communicative Language Teaching (CLT) has its roots in England, which is a primarily English as a Second Language (ESL) environment. In the early 1960s concepts about second language teaching were changing, and the theoretical assumptions behind them were also being rethought. It was during this time of re-evaluation that CLT was born. Galloway says that the communicative Approach could be said to be the product of educators and linguists who had grown dissatisfied with the Audio-lingual and Grammar Translation methods of foreign language instruction. Richards and Rodgers (1986), on

the other hand, claim that the origins of communicative language teaching are to be found in the changes of situational language teaching approaches, which influenced the British language teaching tradition till the late 1960s. Meanwhile, Savignon (1991) asserts that the emergence of CLT can be traced to concurrent developments on both sides of the Atlantic, i.e. in Europe and the United States. Educators and linguistics such as Candlin (1981) and Widdowson (1978) saw the need to focus in language teaching on communicative proficiency rather than on mere mastery of structures. They felt that students were not learning enough realistic, whole language in those methods, i.e., Situational Language Teaching, Audio-lingual or Grammar Translation method. Students did not know how to communicate in the cultures of the language studies.

SOME MAJOR FEATURES OF COMMUNICATIVE LANGUAGE TEACHING

The communicative approach to language teaching is, relatively, a newly adapted approach in the area of foreign / second language teaching. Communicative Language Teaching is a “hybrid approach to language teaching, essentially ‘progressive’ rather than ‘traditional’ ...”. CLT can be seen to derive from a multidisciplinary perspective that includes, at least, linguistics, psychology, philosophy, sociology and educational research. It is generally accepted that proponents of CLT see it as an approach, not a method. For Brown, for instance, “Communicative Language Teaching is a unified but broadly – based theoretical position about the nature of language and language learning and teaching”.

SOME OF THE MAJOR CHARACTERISTICS OF CLT AS FOLLOWS

(a) It is felt that students need knowledge of the linguistic form, meaning and functions. However, CLT gives primary importance to the use or function of the language and secondary importance to its structure or form (Larsen-Freeman 1986; Johnson 1982). This does not mean that knowledge of grammar is not essential for effective communication, rather systematic treatment of both functions and forms is vital. Stressing on this, Littlewood says “one of the most characteristic features of communicative language teaching is that it pays systematic attention to functional as well as structural aspects of language”. “CLT suggests that grammatical structure might better be subsumed under various functional categories... we pay considerably less attention to the overt presentation and discussion of grammatical rules than we traditionally did”. Emphasis is also given to meaning (messages they are creating or task they are completing) rather than form (correctness of language and language structure). For Finocchiaro and Brumfit “meaning is paramount” (1983:91) since it helps the learners to manage the message they engage with the interlocutors.

(b) "Fluency and accuracy are seen as complementary principles underlying communicative techniques". However, at times fluency may have to take on more importance than accuracy because "fluency and acceptable language is the primary goal" and accuracy is judged not in the abstract but in contexts. Fluency is emphasized over accuracy in order to keep learners meaningfully engaged in language use. It is important, however, that fluency should never be encouraged at the expense of clear, unambiguous, direct communication. And much more spontaneity is present in communicative classrooms.

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(c) Language teaching techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes. Classrooms should provide opportunities for rehearsal of real-life situations and provide opportunity for real communication. Emphasis on creative role plays, simulations, dramas, games, projects, etc., is the major activities which can help the learner provide spontaneity and improvisation, not just repetition and drills. Another characteristic of the classroom process is the use of authentic materials because it is felt desirable to give students the opportunity to develop the strategies for understanding language as it is actually used by native speakers. In the classroom, everything is done with a communicative intent. Information gap, choice and feedback are thought to be truly communicative activities.

(d) Grammar can still be taught, but less systematically, in traditional ways alongside more innovative approaches. Savignon (2002:7) says "... for the development of communicative ability research findings overwhelmingly support the integration of form-focused exercises with meaning - focused experience". Grammar is important; and learners seem to focus best on grammar when it relates to their communicative needs and experiences. Disregard of grammar will virtually guarantee breakdown in communication. These writers also say there are some misconceptions about CLT that makes difficult for many teachers to see clearly what is happening and to identify the useful innovations that CLT has brought. One of the persistent misconceptions is that CLT means not teaching grammar although "the exclusion of explicit attention to grammar was never necessary part of CLT". In CLT involvement in communicative event is seen as central to language development, and this involvement necessarily requires attention to form (structure).

(e) Communicative approach is not limited to oral skills. Reading and writing skills need to be developed to promote pupils' confidence in all four skills areas. Students work on all four skills from the beginning, i.e., a given activity might involve reading, speaking, listening, and perhaps also writing. The idea of emphasizing the oral skills creates uncertainty among teachers. They misconceived CLT as if it were devoted to teaching only speaking. But, "CLT is not exclusively concerned with face-to-face oral communication". The principles of CLT apply equally to reading and writing activities that engage readers and writers in the interpretation, expression, and negotiation of meaning. In other words, it is important to recognize that it is not only the speaker (or writer) who is communicating. Instead, communication through language happens in both the written and spoken medium, and involves at least two people. Thompson (1996) further states that, though there is a complaint that CLT ignores written language, a glance at recent mainstream textbooks shows that reading and writing materials have been given attention too.

SOCIETAL IMPACTS

Language educating was at first seen as a scholarly issue, essentially including recognition. It was later thought, taking everything into account, to be socio-scholarly, inferring that language can be instructed through the pattern of social correspondence. Today, regardless, the common technique in instructing any language is open language educating (CLT).

It was Noam Chomsky's theories during the 1960s, focusing in on ability and execution in language realizing, that offered rise to open language educating, anyway the hypothetical purpose behind CLT was laid during the 1970s by etymologists Michael Halliday, who thought how language limits are imparted through sentence structure, and Dell Hymes, who introduced the chance of a broader informative capacity instead of Chomsky's more modest semantic aptitude.

The climb of CLT during the 1970s and mid 1980s was deficiently considering the nonattendance of progress with ordinary language showing methodologies and midway as a result of the extension popular for language learning. In Europe, the happening to the European Common Market, a monetary paradigm to the European Union, incited movement in Europe and an extended people of people who expected to get comfortable with an unknown dialect for work or for singular reasons.

All the while, more youths were permitted the opportunity to learn unknown dialects in school, as the amount of helper schools offering dialects rose worldwide as an element of a general example of instructive program extending and modernization, and unknown dialect study halted to be restricted to the most excellent foundations. In Britain, the introduction of broad schools, which offered unknown dialect study to all youths rather than to the picked small bunch in the five-star punctuation schools, altogether extended the interest for language learning.

This extended interest incorporated various understudies who struggled with ordinary methods, for instance, punctuation understanding, which incorporates the prompt translation of significantly more than one sentence as a way to deal with learn language. These strategies acknowledged that understudies were zeroing in on power of the goal language, and that understudies were glad to peruse for a serious long time preceding wanting to use the language, in reality. In any case, these assumptions were tried by grown-up understudies, who were busy with work, and a few schoolchildren, who were less educationally talented, and consequently couldn't give quite a while to learning preceding having the alternative to use the language.

Instructors comprehended that to animate these understudies a system with a guide prize was fundamental, and they began to use CLT, a philosophy that underscores informative limit and yielded better results. Moreover, the example of reformism in guidance gave further strain to teachers to change their methodologies. Reformism holds that dynamic learning is more convincing than uninvolved learning; consequently, as this suspected got traction, in schools there was a general move towards using methodologies where understudies were even more adequately included, for instance, pack work. Unknown dialect tutoring was no unique case for this example, and instructors hoped to find new methods, for instance, CLT, that could all the more promptly epitomize this move in thinking.

ACADEMIC INFLUENCES

The headway of CLT was strengthened by new academic musings. Before the improvement of open language instructing, the basic procedure for language educating was situational language educating. This procedure was significantly more clinical in nature and relied less upon direct correspondence. In Britain, applied etymologists began to scrutinize the sufficiency of situational language educating.

This was deficiently a direct result of Chomsky's pieces of information into the possibility of language. Chomsky had shown that the basic theories of language regular at the time couldn't explain the grouping found in certified correspondence. Besides, applied etymologists, for instance, Christopher Candling and Henry Widows saw that the current model of language learning was lacking in homerooms. They saw a necessity for understudies to make open capacity and utilitarian ability despite ruling language structures.

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In 1966, language trained professional and anthropologist Dell Hymes developed the possibility of open aptitude. Open ability reconsidered what it planned to "know" a language; despite speakers having authority over the essential parts of language, they ought to similarly have the alternative to use those fundamental segments appropriately in an arrangement of talk spaces. This can be consummately summed up by Hymes' statement, "There are rules of use without which the rules of syntax would be inconsequential.

The chance of informative capacity began from Chomsky's concept of the etymological capacity of an ideal neighborhood speaker. Hymes didn't make a strong meaning of informative wellness; anyway, resulting makers have connected the plan to language educating, very Michael Canal. Channel and Swain (1980) described informative capacity to the extent three sections: phonetic expertise, sociolinguistic wellness, and crucial ability. Stream (1983) refined the model by adding talk wellness, which contains the thoughts of association and sanity.

An incredible progression all through the whole presence of informative language educating was created by the Council of Europe in making new dialect plans. Exactly when open language educating had effectively superseded situational language instructing as the norm by driving etymologists, the Council of Europe set forth an endeavor to eventually uphold the improvement of the new strategy. This incited the Council of Europe making another dialect plan. Tutoring was a serious requirement for the Council of Europe, and they set out to give a plan that would address the issues of European pariahs.

Among the examinations used by the board when arranging the course was one by the British language subject matter expert, D. A. Wilkins, that portrayed language using "contemplations" and "limits", rather than more traditional orders of punctuation and language. The new outline fortified the likelihood that language couldn't be acceptably explained by punctuation and semantic structure, and rather relied upon authentic association.

During the 1990s, the Dogma proclamation influenced language instructing through the Dogma language educating advancement. This suggested that circulated materials cover the informative philosophy. Subsequently, the purpose of the Dogma approach to manage language instructing is to focus in on veritable conversations about valuable subjects, where correspondence is the main impetus of learning. The idea behind the Dogma approach is that correspondence can incite explanation, which will provoke further learning. This technique is the direct inverse of situational language instructing, which underlines learning through substance and sorts out syntax over correspondence.

An investigation of open aptitude by Bachman (1990) parcels competency into the wide headings of "definitive capacity", which joins both etymological and talk (or abstract) capacity, and "practical wellness", which fuses both sociolinguistic and "illocutionary" ability Vital expertise is connected with the examiners' ability in using correspondence strategies.

CONCLUSION

Communicative language teaching is one of the latest humanistic approaches to teaching Approaches which gives emphasis to the language use and provides more opportunity to learner to practice the target language in spite of its limitation. Today, the main apprehension of most learners of English as a foreign / second language is whether they are able to use the language independently and fluently in a variety of real-life communicative situations such as when someone is on a trip, in a meeting or in a restaurant. If accuracy and correcting grammatical errors are also taken into consideration in CLT,

fluency and accuracy are yielded simultaneously through the application this method. Since language is a means of communication and CLT may enable the learners to effectively communicate in real life situation, it is inferred that CLT may fulfill the actual goal of teaching a language which is to improve learners' communicative competence. This clearly shows that students prefer to have learner autonomy because they wish to customize their activities and lab curriculum as per their individual needs. Another crucial need stressed upon by the students is that of having sufficient exposure to industrial environment and its experts. Certainly, the students appear to anticipate their future prospects in the industry. This displays that students are inclined to immerse in the professional environment of corporate world in order to prepare themselves well for their future potential in this sector. They believe that enhancing their communicative competence would contribute to groom them better which in turn would facilitate better career opportunities for them.

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