Call for Communicative Language Teaching

K. Venkat Satish
Mother Teresa Institute of Science and Technology, Kotturu-Sattupally, Khammam-507303, Andhra Pradesh

Boggavarapu Krishna Priya
Zilla Parishad Girls High School, Sattupally-Khammam-507303

Abstract
The communicating approach could be said to be the product of educators and linguistics who had grown dissatisfied with the audio-lingual and grammar- translation methods of foreign language instruction. They felt that students were not learning enough realistic, whole language. They did not know how to communicate using appropriate social language, gestures, or expressions; in brief, they brief, they were at a loss to communicate in the culture of the language studied.
Keywords: educators, audio-lingual, realistic, social language, communicate

Environment

The origins of Communicative Language Teaching (CLT) finds in the British language teaching tradition from the late 1960s. Until then, Situational Language represents the major British approach to teach English as a foreign language. In Situational Language Teaching, language teaches by practicing basic structures in meaningful situation-based activities. British applied linguists emphasize another fundamental dimension of language that is inadequately addresses in current approaches to language teaching at that time - the functional and communicative potential of language. They see the need to focus in language teaching on communicative proficiency rather than on mere mastery of structures.

The changing educational realities in Europe increase the interdependence of European countries to teach adults the major languages of the European Common Market and the Council of Europe, as Education is one of the Council of Europe's major areas of activity. It sponsors international conferences on language teaching, publishes monographs and books about language teaching. The need to articulate and develop alternative methods of language teaching considers a high priority.

The Council of Europe and other British applied linguists, approach to language teaching. The rapid application of the ideas equally accept the new principles by teaching specialists, curriculum development centers, and even governments give prominence nationally and internationally for the Communicative Approach, or simply Communicative Language Teaching. The movement begins as a largely British innovation, focusing on alternative conceptions of a syllabus, since the mid-1970s the scope of Communicative Language Teaching expands. In the superseding years, the communicative approach adapts the Elementary, Middle, Secondary, and Post-Secondary levels.

What is Communicative language teaching?

Communicative language teaching makes use of real-life situations that necessitate the communication. The teacher sets up a situation that students are likely to encounter in real life. Unlike the audio-lingual method of language teaching, this relies on repetition and drills, the communicative approach can leave students in suspense as to the outcome of a class exercise, which will vary according to their reactions and responses. The real life imitation change from day to day. Students' motivation to learn comes from their desire to communicate in meaningful ways about meaningful topics. Margie S. Berns, an expert in the field of communicative language teaching, writes that "language is interaction; it is interpersonal activity and has a clear relationship with society. In this light, language study has to look at the use (function) of language in context, both its linguistic context (what is uttered before and after a given piece of discourse) and its social, or situational, context (who is speaking, what their social roles are, why they have come together to speak)" (Berns 5).

The theory of language as communication is, the foundational beginning of a communicative approach in language teaching. "The ultimate goal of language teaching is to develop communicative competence" (Hymes 1). Hymes create this concept against Chomsky's theory of competence. According to Chomsky, "the linguistic theory is initially related to the ideal speaker and listener within a purely homogenous speech community, knowing their language very correctly and unaffected grammatically with reference to memorization, imitation, shifts of attention and interest, distraction and errors, thereby implementing their knowledge of the language in truer sense" (Chomsky 1).

The curriculum redesigns, necessitating a number of further innovations in the language policy. This is principally due to enduring efforts to conform the ELT standards set by the European Union. English is a compulsory subject both in primary, secondary and senior levels of education in most of the nations as well as in

India. English is taught starting from Primary levels, the schools run by State Government, Private management and Public Schools. The minimum requirement of teaching English is two hours for primary grades, four and five hours for up to grades 6, for grades 7 to 8, five to six hours of English teaching is recommended. As for the secondary schools, 10 hours of English lessons are offered per week at grade 9. For the 10th, 11th, and 12th grades, four lessons per week shall be allocated to the teaching of English regardless of management. The flexibility is given to make changes to the allocation of time for each lesson. Most schools tend to increase the number of lessons allocated to English teaching. Many schools start teaching English three hours per week at Kindergarten level, and the same emphasis is given at all grade levels in order to allow students to acquire the target language much faster than their peers in state schools. Schools have freedom in the selection of course books to be used in English classes. They can purchase books from international publishers. Students are more fortunate in terms of teaching resources available, and on the technological equipments used in English classrooms. The new curriculum provides a detailed theoretical framework. Such as:

1. Selection of teaching materials
2. Curriculum design issues
3. Assessment and evaluation
4. The role of teacher in language classrooms
5. How young learners differ from adults in learning a foreign language and so on.

The curriculum shall be more comprehensive and elaborate to meet the day to day requirements.

Communicative language teaching can be developed by the comprehensive implementation of the concept through textbooks and the acceptance of the English language teaching experts, curriculum centres and the concerned governments. It is an approach to make communicative competence as a goal of language teaching through the required skills: reading, writing, listening and speaking. These skills concede the interdependence between language and communication.

Communicative language teaching functions the language with the "description of speech, acts or texts." The language learning functions for children are:

1. The instrumental function: using language to get things.
2. The regulatory function: using language to control the behaviour of others.
3. The interactional function: using language to create interaction with others.
4. The personal function: using language to express personal feelings and meanings.
5. The heuristic function: using language to learn and to discover.
6. The imaginative function: using language to create a world of the imagination.
7. The representational function: using language to communicate information.

Designing Syllabus for Communicative Language Teaching

Linguists pay attention to prepare syllabus for communicative language teaching. The syllabus can be divided into: theory of communicative language, knowledge of grammatical system and performance. More priority shall be given to the semantic content of language learning. The learning activities can be selected according to "how well they engage the learner in meaningful and authentic language use (rather than merely mechanical practice of language patterns)" (Richards & Rogers 72). Exercises and activities must compatible unlimited communicative approach. Some common communicative activities may be including, such as: "conversation grids, questionnaires, games, information gap activities, problem-solving activities, discussion and role-plays" (Moss 2005). Learners learn meaningful communication with permitted errors. Teacher plays the role of facilitator not the centre of all classroom activities. Syllabus shall be designed learner centered approach to learn the communicative language.

The syllabus for communicative language teaching shall authenticate:

1. Real-life material
2. Different varieties of games
3. Simulations
4. Role plays
5. Task-based activities
6. Exercise handbooks
7. Cue cards
8. Activity cards
9. Pair-communication
10. Practice materials
11. Student-interaction practice booklets

Syllabus may include language-based areas such as signs, advertisements, magazines, newspapers, graphics, and audio-visuals. The syllabus can be enhanced by comprising pictures, symbols, maps, charts and graphs, objects like plastic models to support exercises to improve communicative skills.

The activities perform in the classroom have been changed to more resemble activities that the students will actually be called on to perform in their daily lives. Therefore, the use of "communicative activities" has become increasingly prominent. Communicative activities "try to get students to talk in ways that approximate the way they will actually have to use the language outside of the classroom" (Galloway 1). Many of these activities depend on one student having information that the second student doesn't have. The first student has to "get the information from the second student by using English, to the best of his or her ability" (Moss, 1). The process by which the students work together to communicate the information where language is learned, or more specifically, *acquired*. It is the role of the teacher to set up and manage the activity, but the students actually help one another to learn. "The teacher's role is primarily to facilitate communication and only secondarily to correct errors" (Celce-Murcia 8).

The Role of Grammar in Communicative Language Teaching
The role of grammar in communicative language teaching suggests an anxious relationship between two elements: grammar and communication. Grammar is a set of components such as: phonetics (the production and perception of sounds), phonology (how sounds are combined), morphology (the study of forms, or how elements are combined to create words), syntax (how words are strung together into sentences), and semantics or meaning. Language does not exist without grammar. The term grammar refers to the art of writing, as compared to rhetoric, the art of speaking used today by many teachers and learners. Grammar is loosely understood by a set of rules that govern language, primarily its morphology and syntax.

Communicative language teaching brings a renewed emphasis in the role of semantics. Communicative language teaching is fundamentally concerned with 'making meaning' in the language, whether by interpreting someone else's message, expressing one's own, or negotiating when meaning is unclear. The components of grammar help language teachers to understand the complexity of the language. The acquisition of grammar by the learners as a second language enables them to become proficient users of the second language.

English is a world language with an international system of communication; it held's superior position. It could not fathom that another language would ever take its place. English is a language for wider communication. The goal of acquiring communicative competence in English language teaching shifts from the preparation of students from copying the manuscripts or compose in imitation of classical authors to the study of English.

Advantages of Communicative Language Teaching
1. Communicative language teaching focuses on language as a medium of communication.
2. It recognises what to say and how to communicate the language.
3. Communicative language teaching concentrates in fulfilling specific language functions such as greeting, introducing you, express likes and dislikes, enquire hobbies, interests, to find directions to someplace.
4. Communicative language teaching focuses on the interests and needs of the learner.
5. Children learn in an environment which recreates the real life situations, where there is a need to communicate, and to provide information.
6. Real life situations include the four skills. The skills in real life all come integrated and we should try to duplicate this integration of skills in our classes.
7. This approach is very rewarding for the children.
8. The usage of language is very active. Children engage in their own language learning.
9. The own language learning fulfils specific communicative goal to achieve.
10. Once the children complete the goal of learning specific language by CLT it rewards, satisfies, and increases their motivation.
11. Involving the children in day to day communication makes them very enjoyable.
12. In communicative approach the teacher becomes a facilitator, and the children are agents of their own learning.
13. The teacher is a monitor.
14. The teacher guides the children through the learning process, to carry out the task.
15. Teacher facilitates the children in a sense that they can do this; they might do it with a little bit of help but they can do it. So the teacher facilitates and monitors the learning.
16. Children learn grammar in context.

Conclusion
Communicative teaching is not only about oral skills; communication involves written communication, it involves listening and it involves reading. Communicative approach doesn't mean that it's all games and songs. It's important during the communicative phase to take a step back and correct the errors. Communicative

language teaching is not a "method" as such. It is an approach to teach the focuses on communication of meaning and messages. Learners learn in a variety of ways, methods, strategies and activities for teaching and learning the communicative language lesson. Successful communicative language teaching activity requires an immense arrangement of planning and preparation. The facilitator must make sure that the learners possess the appropriate vocabulary to complete the activity of learning without break down. Facilitator
shall make some effort to convince the learners regarding the usefulness of communicative learning. The acceptance of communicative language teaching has given birth to vital issues like reformation in teacher training, testing, evaluation and materials developments.

Works Cited
Online
Galloway, Ann. (1993). *Communicative Language Teaching: An Introduction and Sample Activities.* ERIC Digest. ERIC Digest ED357642. Washington, DC: ERIC Clearinghouse for ESL Literacy Education. Available from: http://www.ericdigests.org/1993/sample.html
Moss, D. "Teaching for Communicative Competence: Interaction in the ESOL Classroom" in Focus on Basics, Volume 7, Issue C, March 2005. Available from: http://www.ncsall.net/?id=739
Moss, D. "Interactive Classroom Activities" in Focus on Basics, Volume 8, Issue A, November 2005. Available from: http://www.ncsall.net/?id=739

Print
Celce-Murcia, M. "Language Teaching Approaches: An Overview". In Celce-Murcia, M. ed. (1991). Teaching English as a Second of Foreign Language, 2nd ed. Boston: Heinle & Heinle.
Chomsky (1965): *'Aspects of the Theory of Syntax'* .The Communicative Approach to Language Teaching. Oxford: MIT Press. P.1.
Hymes, D. (1972): '*Models of the interaction of language and social life'.* The Ethnography of Communicatio*n:* New York. P.1.
Berns, M. S. (1984). Functional approaches to language and language teaching: Another look. In S. Savignon & M. S. Berns (Eds.), *Initiatives in communicative language teaching. A book of readings* (pp. 3-21). Reading, PA: Addison-Wesley.
Richards, J. C. & Rogers, T. S. (1986). *Approaches and methods in language teaching: A description and analysis.* Cambridge, UK: Cambridge University Press. P.72.

The IISTE is a pioneer in the Open-Access hosting service and academic event management. The aim of the firm is Accelerating Global Knowledge Sharing.

More information about the firm can be found on the homepage:
http://www.iiste.org

CALL FOR JOURNAL PAPERS

There are more than 30 peer-reviewed academic journals hosted under the hosting platform.

Prospective authors of journals can find the submission instruction on the following page: http://www.iiste.org/journals/   All the journals articles are available online to the readers all over the world without financial, legal, or technical barriers other than those inseparable from gaining access to the internet itself. Paper version of the journals is also available upon request of readers and authors.

MORE RESOURCES

Book publication information: http://www.iiste.org/book/

Academic conference: http://www.iiste.org/conference/upcoming-conferences-call-for-paper/

IISTE Knowledge Sharing Partners

EBSCO, Index Copernicus, Ulrich's Periodicals Directory, JournalTOCS, PKP Open Archives Harvester, Bielefeld Academic Search Engine, Elektronische Zeitschriftenbibliothek EZB, Open J-Gate, OCLC WorldCat, Universe Digtial Library , NewJour, Google Scholar