

The Momentousness of Communicative Language Teaching Approach in Contemporary Epoch

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ABSTRACT

The present paper attempts to analyze the conceptual aspects of Communicative language teaching approach , as also to figure out the radical elements in the contemporary approaches carried out in Europe as well as in India. An attempt has been made to focus on the radical elements in various approaches like Grammar-translation Method , Audio-lingual method or Bi-lingual method and also to compare and contrast their specific preferences. The paper, thus, presents an overview of the speaking , writing & technical skills & how they must be employed having a specific tilt towards radical innovations .

Keywords

communication; approaches; listening; technical drills; Noam Chomsky ; language

INTRODUCTION

The inception of Communicative Language Teaching Approach can be traced back to the changes in the british language teaching – tradition dating from the late 1960's . Audiolingualism was rejected in the united states in the mid – 1960's , british applied

linguists began to call into question the theoretical assumptions underlying situational language teaching . Most towering American Linguist Noam Chomsky had leveled the Structural Linguist Theory in his now – classic book SYNTACTIC STRUCTURES (1957).Chomsky has demonstrated that the current standard structural theories of language were incapable of accounting for the fundamental characteristics of language – the creativity and uniqueness of individual sentences .Chomsky had shown that the structural theories of language prevalent at the time could not explain the creativity and variety evident in real communication.^[1]

The Major Exponents of Communicative Language Teaching Approach (C.L.T) are Christopher Candlin , Henry Widdowson ,Who drew the work of british functional linguists like John Firth , A.K.Halliday , as well as the work in philosophy as John Austin And John Searle. ^[2]

The Communicative Language Teaching Approach emphasizes that the goal of the Second or foreign language teaching is to develop communicative competence in the learners rather than impose the knowledge of grammar rules and vocabulary. It is an approach [not a method] that aims to :

1 Make communicative competence the goal of the language teaching.

2 Develop procedures for the teaching of the four language skills that acknowledge the inter – dependence of the language and communication .

Little-Wood ushers “ *one of the most important feature of C.L.T is that it pays systematic attention to functional as well as structural aspects of language*”. Developed primarily by the British Linguists , This approach has come as a reaction against both the Grammar Translation Method and Audio – oral approaches .The C.L.T is also idolized as a Functional Approach .

In Communicative Language Teaching Approach ,Stress is on the Functional aspects of language and not on abstract grammatical rules or monotonous syntactic patterns.It uses the method of pattern – practice developed and popularized by the proponents of the structural approach , but its concern is primarily with the communicative function rather the mere learning and assimilation of the syntactic patterns .It is important for teachers to give students voice, especially in the current educational climate, which is dominated by standardization and testing.^[2]

Linguists now insist on the Communicative Approach ,as Professor Allen posits ; “ the courses should be primarily of a communicative rather than of a narrowly conceived linguist character , and syllabuses consist not of a selection of a linguistic structure and lexical items but of communicative or notional , categories of one kind or the other”.
 HERE ARE THE FOLLOWING CHARACTERISTICS OF C.L.T :
 1.Providing Knowledge Of Grammar And

Vocabulary.

2.Familiarizing Learners With The Rules Of Speaking .

3. Explaining How To Respond To Different Kinds Of Sentences:

4. Using Language Appropriately

5. Learners learn a language through using it to communication.

6. Authentic and meaningful communication should be the goal of classroom activities.

7.Fluency is an important dimension of communication.

8. Communication involves the integration of different language skills.

9. Learning is a process of creative construction and involves trial and error.

Thus to Conclude ,Communicative language teaching rose to prominence in the 1970s and early 1980s as a result of many disparate developments in both Europe and the United States.^[3]The Communicative Language Approach is best considered as approach rather than a method , it refers to a diverse set of principles that reflect a communicative view of language and language learning.The Communicative Approach ,thus incorporates the best features of other approaches, especially the structural and audio lingual but makes them central to communication.

It provides the learners an opportunity to learn the Second or the foreign language for Communication purposes. It tries to teach all the basic skills of language learning – SPEAKING , LISTENING,READING,WRITING – in a practical manner so that the learning process does not become mechanical or tedious and on the contrary , the learners remain involved

through – out .
The C.L.T appeared at a time when language teaching in many parts of the world was ready for a paradigm shift. The Communicative Approach appealed to those who sought a more humanistic approach to teaching. The rapid adoption and worldwide dissemination of the Communicative Approach also resulted from the fact that it quickly assumed the status of orthodoxy in British language teaching circles, receiving the sanction and support of leading Applied Linguistics, Language Specialists, publishers as well as institutions such as British Council.^[4] But still C.L.T is universally renowned as the blend of all the approaches^[5] and is most accepted approaches which is still live and kicking in the contemporary age.

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