Communicative Language Teaching enable students to acquire communicative competence

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Abstract

English is the language of international affairs, cultures and economic systems. It is a language of wider communication. The main aim of the learners is to acquire the target language but it can be acquired easily only if the language is made use of in our daily affairs. In order to achieve that target communicative language teaching, it focuses on the language competency of the target language .Knowledge of the structure of the language is equally important in order to learn the language.

Introduction

English is the language of international economic system. Its acquisition can guarantee the availability of opportunities in employment, travelling, higher education, and even better life. English is a global language and a language of wider communication. English is playing a vital role in political, social, educational, and economic concerns of the nations. English is the language of popular culture in the form of being - the language of English films and music which entertains people all over the globe. It is a language which has secured a place for itself alongside local languages in multilingual communities and is also learnt by all classes of the society

Communicative language teaching enable learners to acquire a language but it focuses on the development of communicative competence especially in handling different situations by making use of the target language. The target language can be learnt as much as the new language is made use of. The competency of the language can be achieved by knowing its features and its rules. Grammar is very important for a learner to use the language in the correct way .For a learner to use the language in the correct way he must be well versed in its vocabulary, the way to pronounce and the formation of sentences. The effective measure of learning a language is to acquire fluency and to use it accurately. Language learners know to negotiate the meaning of words but, what they lack is sufficient knowledge to form the words into sentences.   Structure of the language is very important in order make the sentences meaningful.

Communicative Tasks

 In a communicative classroom for beginners, the teacher might begin by passing out cards, each with a different name printed on it. The teacher then proceeds to an exchange of introductions in the target language: Using a combination of the target language and gestures, the teacher conveys the task at hand, and gets the students to introduce themselves and ask their classmates for information. They are responding in German to a question in German. They do not know the answers beforehand, as they are each holding cards with their new identities written on them; hence, there is an authentic exchange of information. The exercise puts students in a real-world listening situation where they must report information overheard. Most likely they have an opinion of the topic, and a class discussion could follow, in the target language, about their experiences and viewpoints.

Communicative exercises such as this motivate the students by treating topics of their choice, at an appropriately challenging level.

Methodology

Grammar translation is one of the best methods to acquire communicative competence. The Classical or Grammar-Translation method represents the tradition of language teaching adopted in western society and developed over centuries of teaching not only the classical languages but also foreign languages. The focus was on studying grammatical rules and morphology, performing written exercises, memorizing vocabulary, translating text passages into the new language. It remained popular in modern language pedagogy, even after the introduction of newer methods. Internationally, the Grammar-Translation method is still practiced today; it includes the following Classes are taught in the mother

tongue, with little active use of the target language. Much vocabulary is taught in the form of lists of isolated words, Long, elaborate explanations of the intricacies of grammar are given; Grammar provides the rules for putting words together, and instruction often focuses on the form and inflection of words; Little attention is paid to the context of texts, which are treated as exercises in grammatical analysis; Often the only drills are exercises in translating disconnected sentences from the target language into the mother tongue;

A greater attention to grammar (focus on form/ structure) has now re-emerged as well as appropriate integration by teachers of structures into content focused lessons. But the explicit teaching of grammatical paradigms in isolation is rare nowadays.

Communicative Language Teaching

Communicative language teaching concentrates on the communicative functions of The language. Classrooms were characterized by attempts to ensure authenticity of materials and meaningful tasks. Communicative Language Teaching (CLT) emerged as the norm in second language teaching. Classroom goals are focused on all of the components (grammatical, discourse, functional, sociolinguistic, and strategic) of communicative competence. Goals therefore must intertwine the organizational aspects of the language .Language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes. Organizational language forms are not the central focus, but rather aspects of language that enable the learner to accomplish those purposes.

Fluency and accuracy are seen as complementary principles underlying communicative techniques. At times fluency may have to take importance than accuracy in order to keep learners meaningfully engaged in language use. Students in a communicative class ultimately have to use the language, productively and receptively, in unrehearsed contexts outside the classroom. Classroom tasks must therefore equip students with the skills necessary for communication in those contexts. Students are given opportunities to focus on their own learning process through an understanding of their own styles of learning and through the development of appropriate strategies for autonomous learning. The role of the teacher is that of facilitator and guide, not an all-knowing bestower of knowledge. Students are therefore encouraged to construct meaning through genuine linguistic interaction with others.

The Role Of The Teacher And Student Change In Communicative Language Teaching

Teachers in communicative classrooms will find themselves talking less and listening more--becoming active facilitators of their students' learning (Larsen-Freeman, 1986). The teacher sets up the exercise, but

because the students' performance is the goal, the teacher must step back and observe, sometimes acting as referee or monitor. A classroom during a communicative activity is far from quiet, however. The students do most of the speaking, and frequently the scene of a classroom during a communicative exercise is active, with students leaving their seats to complete a task.

Because of the increased responsibility to participate, students may find they gain confidence in using the target language in general. Students are more responsible managers of their own learning (Larsen-Freeman, 1986).

Nevertheless, in the debates which have arisen regarding its appropriateness or otherwise, there seems to exist a tendency of misinterpretation, essentialism and overgeneralization. Given the fact that CLT is an umbrella term and there is no standard model of CLT accepted as authoritative (McGroarty, 1984; Markee, 1997), This Study therefore adopts the viewpoint that CLT can be more constructively interpreted from an anti-essentialist perspective due to its open and flexible nature.

Methods and Approaches

The communicative approach was developed mainly in the context of English Second Language (ESL) teaching. A CLT point out that one can relatively reach a fair level of communication in English, which has a relatively simple morphology, neither is its mastery of the highly irregular orthography of English is a priority in an oral communication approach. It is fatal for the progression and motivation of the learner to ignore this complexity, but it is different to English and other languages and requires appropriate adaptation if the communicative approach is to be adopted.

The interview as the best means to access the minds of research subjects so that their knowledge, information, values, preferences, attitudes .follow up certain unanticipated outcomes .Basically it sets out to investigate the cognitive aspects of knowledge such as 'conception' or 'perception'. Two participants were interviewed before the observation due to the sudden change of the observation dates, and the rest of the observations were carried out before the interviews, posed to those who were interviewed first. The researcher tried to adopt a more flexible and open style when conducting the interview based on the advice given

Therefore, they should be urged to do so especially when doing so creates a more native environment which helps improves students' speaking proficiency. Second, the experienced second language teachers are overall better at employing group work in their classes. They tried to give students enough time to practice. The fresh second language teachers have a tendency to lead a major

activity for the whole class and call on volunteers to answer questions. For both groups, more time should be given to student practice and more constructive feedback should be provided after student presentations. Another difference worth noticing is that compared to the fresh, the experienced second language teachers spent much more time on sociolinguistics, in which cultural scenarios play a big role.

This result is natural considering the fact that the experienced second language teachers know more about English cultural backgrounds than the fresh second language teachers. As identified in the interviews in the next section, the fresh second language teachers' lack of western cultural backgrounds is one of the major obstacles using the CLT approach in class.

Conclusion

The conclusions related to interpretations about the needs of the students in language use, learning preferences, learning styles, classroom interaction and learning activities, and role relationship.

Thus it can be inferred that the 'mastery of language' is considered instrumental ,making good progress in studies (thus present needs) and in getting a good job in future and also making good progress in future career (thus target situation needs) This factor suggests that the motivation for EL learning among these students is extrinsic. In the case of extrinsic motivation external factors can have an effect on students' motivation for language learning in a negative way, and language learning environment needs to be supportive and encouraging to the students in order to help students view language learning experience in a positive way and thus establishing the need for an approach which is more consistent with learning needs of the students.

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