The Essence and Importance of Communicative Language Teaching

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Abstract: The aim of the article is to investigate main assumptions and objectives of CLT and how to use them while designing activities effectively while teaching listening, reading, writing and speaking skills. Besides, the crucial tasks as the investigating the role of teacher and learner in communicative approach, dimension of communicative competence as grammatical, sociolinguistic, strategic and discourse competence are conducted in this article.

Keywords: internalize, natural phenomenon, pragmatic, functional, formal features, facilitate, communicative ability, speaking activities, learning environment, motivation.

INTRODUCTION:

Nowadays learning languages is essential part of our life. Learning two or more languages is a major goal of most of our counterparts. Knowing any language, as well as ubiquitous English is a prestigious act which should be driven by primary and instrumental motivation. The focus of every lesson or part of a lesson should be the performing of some action – learning how to do something, to communicate something which he/she could not do before learning the lesson. Learner can get answer to his/her question i.e. why is he/she learning a particular lesson or any linguistic item. The learner understands the importance of learning the same as it is going to help him/her in day-today communication. So, here a learner understands and then acts.

All these actions can be approached on a variety of different levels of sophistication, and bearing them in mind throughout the teaching/learning process. In this case communicative language teaching is one of the best and popular methods of learning a second language throughout the 21st century as global communication is increasing day by day and in some cases rapidly.

METHODS:

All human beings need to communicate in order to express their ideas, feelings and thoughts; this is the main reason why communicative activities should be integrated into the lesson. Students' spoken language is more productive when they are engaged in a dynamic learning environment that encourages them to do their tasks.

It is well-known that all people need to understand spoken language in different situations, such as daily life, work, school, community, among others. According to Moss and Ross-Feldman (2003), any activity which requires the learner to speak and listen to others includes the use of communication.

Jeyasala (2014) asserts that teachers should encourage students' communicative competence all the time, and besides their limitations to use language fluently and accurately, they should provide them with spaces to interact with others or to immerse them in speaking activities that enhance their ability to use the target language.

Providing students with real communicative contexts is the best option teachers can make, because students can exchange real information, so language and phrases will emerge according to the situation. It is also necessary that students have a lot of exposure to the language; the linguistic input they receive should provide them with opportunities to produce and use the language at any situation, motivation then plays a very important role in encouraging students to verbally communicate.

When using communicative activities in the classroom, a distinction between fluency and accuracy should be done, understanding fluency as the natural language use that takes place when the speakers participate in a conversation despite the limitation of their communicative competence. Accuracy, on the other hand, refers to the creation of correct examples of language use.

"Communicative Approach in language learning is an approach that is used in learning the second language or foreign language that emphasizes on the improvement of communicative ability", that is "the ability of applying the language principle in order to produce grammatical sentences and understand "when, where, and to whom" the sentences used" (Richard, 1997). Communicative method focuses on language as a medium of communication. It recognizes that communication has a social purpose – learner which has something to say or find out." "Communication embraces a whole spectrum of functions and notions" (Richards, Jack C. & Rogers, Theodore S., 2001).

RESULTS:

Communicative language teaching sets as its goal the teaching of communicative competence. Communicative language teaching can be understood as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom.

One of the most significant features of communication is that it is a dynamic and developing phenomenon. In other words it cannot easily be analyzed into component features without its nature being destroyed in the process. It is possible to identify various formal features of the way language is used communicatively and these can be studied individually. But the ability to handle these elements in isolation is no indication of ability to communicate. What is needed is the ability to deal with strings of sentences and ideas and in the oral modes processed in real life situations.

Communicative competence includes the following aspects of language knowledge:

➢ Knowing how to use language for a range of different purposes and functions

➢ Knowing how to vary our use of language according to the setting and the participants (e.g., knowing when to use formal and informal speech or when to use language appropriately for written as opposed to spoken communication)

➢ Knowing how to produce and understand different types of texts (e.g., narratives, reports, interviews, conversations)

➢ Knowing how to maintain communication despite having limitations in one's language knowledge (e.g., through using different kinds of communication strategies)

CLT is deployed to develop communicative proficiency, and it has some primary objectives to improve communication skills. Some of the **objectives** of communicative language teaching are given below:

- ✓ CLT improves communicative proficiency of all the skills including reading, writing, listening and speaking.

- ✓ Gradually it focuses on the grammatical, discourse, functional, sociolinguistic aspects of communicative competence.

- ✓ It is used to engage the learners in the pragmatic and functional use of language.

- ✓ It enhances the productivity of the language in scientific ways.

- ✓ Fluency is the first priority rather than accuracy.

- ✓ CLT emphasizes to engage the learners in real-life situations in the classroom so that they can understand how to communicate in the real world.

- ✓ In communicative language teaching, errors are considered as a natural phenomenon.

- ✓ Normally CLT focuses on the fluency of the learners rather than the accuracy of the grammar and learners acquire their accuracy gradually and naturally.

- ✓ In communicative language teaching, grammar is the second option of the learners and they discover and internalize the grammatical rules and functions themselves.

- ✓ It offers the opportunity to join in teacher-learner and learner-learner interaction in the classroom.

- ✓ It focuses on the use of techniques which encourage the learners in participating in the natural environment, for instance, group and pair work etc.

- ✓ CLT agrees with the perception of individual work.

- ✓ It uses authentic language materials so that the students find the similarity between the classroom activities and the real world.

DISCUSSION:

Grammatical competence, which refers to Chomsky's notion of linguistic competence, is indispensable for the practice of linguistic formation of the language. The focus is on suitable structure which helps the learners to use the language appropriately and freely.

Sociolinguistic competence refers to an understanding of the social context in which communication takes place, including role-relationships, the shared information of the participants and the communicative purpose for their interaction.

Discourse competence refers to the interpretation of individual message elements in terms of their inter-connectedness and of how meaning is represented in relationship to the entire discourse or text. Strategic competence refers to the coping strategies that communicators employ to initiate, terminate, maintain, and re-direct communication.

CONCLUSION:

CLT is considered one of the best approaches for use in the second language classroom for several reasons: *One*, it gives confidence to the students to learn the second language and use it when required. *Two*, CLT draws attention to the importance of socio cultural skills. *Three*, the learners are given the realistic idea of language and are provided with a sense of what is appropriate and right in a given culture. *Four*, the learners learn English language and English-speaking countries' culture simultaneously. It is vital and imperative both for teachers and learners, living as they do in a globalized world, to adopt and maintain the effective methods of teaching/learning offered by CLT.

The results of this study provide evidence that the only task-based activity used during the classes was dramatizations while hands-on activities were not commonly used. Regarding strategies to develop English learners' communicative competence modeling, repetition, pair and group work were the most used ones. Even though these strategies are used, their application in the English classroom is not providing the desired results because they were not used as frequent as they were necessary to provide learners with more opportunities to use the language to orally interact; therefore, it is necessary to use them more often and incorporate more strategies to help students develop communicative competence and enhance their active participation in oral activities.

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