

Methodologies and Approaches of Language Teaching used in the Classroom

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Abstract

Mastering the target language is the aim of language learning and instruction, which is a trend in global education. Numerous linguists have attempted to do research on classroom-based language instruction strategies and approaches. In keeping with this, educators have also attempted to use a variety of strategies that address the needs and issues of students. They are used to assist teachers and students have a common understanding of the language that has to be learnt. The communicative language teaching (CLT) approach is one of the methods that may be used. It is mentioned as an external element that may be used to improve language proficiency, especially in speaking. Developing linguistic fluency is one of CLT's objectives. When a speaker maintains understandable and continuous communication while participating in meaningful contact, they are exhibiting fluency, which is defined as natural language usage (Richard, 2006:14). By designing meaningful activities that require students to negotiate meaning, employ communication techniques, clear up misunderstandings, and prevent communication breakdowns, fluency may be achieved. Apart from ensuring correctness, communicative language instruction involves practicing dialogue while paying close attention to the teacher's function as a facilitator and monitor.

Key Words: *communicative language teaching, communication techniques*

I. INTRODUCTION

In essence, the goal of communicative language instruction is to advance students' grammatical proficiency to the point where they can decode a language and start modifying it in a conversation. The interaction that takes place throughout the conversation is an attempt to achieve the objective of communicative competence. It is more difficult than most people believe. Students must have the will to participate in class activities on a regular basis and pay close attention to the regulations. Enhancing the potential for debate, cooperation, and discussion should be the main goal of any effort to improve communication skills. The students must primarily concern with achieving success in the classroom, and they are more likely to do so in the school and classroom that are organized to support them.

Interaction has long been seen as crucial in the field of foreign language acquisition since it gives the activities purpose and puts the students in a successful position. In order to practice dialogues, fill in information gaps, and achieve communication, two or more students must be present during the foreign language learning process. Learning in general and language proficiency in particular may be achieved via interaction. The efficacy of the students' participation in the discussion, comprehension of the material, and development of their language skills are then highlighted through classroom interaction. Language competency is cooperatively facilitated by classroom engagement and the application of communicative language instruction (CLT). While the use of CLT helps students become more proficient communicators, classroom contact, whether intentional or not, help students become more proficient in language in general, including language skills and language components.

The use of CLT by teachers is fundamentally necessary in foreign language instruction as it aids students in mastering the language. It is necessary for educators to learn how to effectively convey CLT in the classroom. CLT automatically fosters interactions in the classroom that enhance one another. It is best to avoid using traditional teaching methods like lectures, Q&A sessions, and discussions because they are seen to have more drawbacks than positives. They have an impact on the pupils' self-confidence, which eventually influences their knowledge of the importance of communicating with both instructors and peers. Thus, two important aspects influencing the success of foreign language learning and teaching are CLT and classroom interaction. The teaching technique (CLT) used represents the external aspect, while the interactions between students and

their teachers reflect the internal factor. Every element contributes significantly to improving proficiency in the English language.

Communicative Language Teaching (CLT)

A conception of language as communication serves as the foundation for the communicative method to teaching foreign languages. According to Hymes (1972) in Richard J.C. and Rodger T.S. (2001:159), communicative competence is the aim of language instruction. It outlines the knowledge a speaker must possess to be considered communicatively competent in a speech community. According to Hymes, a person who develops communicative competence gains both language usage knowledge and proficiency. Halliday (1970:145) supports Hymes' idea in Richard J.C. and Rodger T.S., *ibid.* The functional explanation of language usage is Halliday's main concern. Since all of language's functions and, hence, all of its components of meaning can only be brought into focus through the study of language in use, "linguistics is concerned with the description of speech acts or texts."

Regarding the aforementioned language function, Halliday explains language functions that enhance Hymes' theory of communicative competence. According to him, the fundamental purposes of language are as follows: (1) the instrumental function, which involves using language to obtain things; (2) the regulatory function, which involves using language to control the behavior of others; (3) the interactional function, which involves using language to create interaction with others; (4) the personal function, which involves using language to express one's own feelings and meanings; and (5) the heuristic function, which involves using language to learn and discover. Henry Widowson is another theorist that emphasizes the communicative character of language. He offered an analysis of the connection between communicative qualities in text and discourse and linguistic systems. He concentrated on the acts of communication that underlie the capacity to employ language for various objectives. Canale and Swain (1980) explained the analysis of communicative competence in Richard J.C. and Rodger T.S. (2001:160). Grammatical competence, sociolinguistic competence, discourse competence, and strategic competence are the four abilities they identified. Communicative language teaching, according to Richard J.C. (2006:2), is a collection of ideas on the objectives of language instruction, the methods by which students acquire a language, the kind of classroom activities that best support learning, and the roles that instructors and students play in the classroom.

CLT Objectives

In stating the objectives of CLT, Piepo (1981) in Richard and Rodger (2001:162) describes some levels of objectives in a communicative approach:

1. An integrative and content level (language as a means of expression,)
2. A linguistic and instrumental level (language as semiotic system and an object of learning
3. An affective level of interpersonal relationship and conduct (language as a means of expressing values and judgments about oneself and others)
4. A level of individual learning needs (remedial learning according to an error analysis)
5. A general educational level of extra-linguistic goals (language learning within the school curriculum).

According to Richard (2006:3), teaching communicative competence is the aim of communicative language instruction. The information we possess about a language that enables us to construct sentences in that language is referred to as competence. It refers to an understanding of how sentences are constructed as well as the constituent elements of speech, tenses, phrases, clauses, and sentence patterns. Although grammatical competence is a crucial aspect of language acquisition, it is evident that learning a language involves more than just mastering sentence structure; one might still struggle to utilize the language effectively for communication. It is the latter capacity which is understood by the term communicative competence which includes aspects of language knowledge such as (1) Knowing how to use language for a range of different purposes and functions , (2) 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), (3) Knowing how to produce and understand different types of texts (e.g., narratives, reports, interviews, conversations), and (4) Knowing how to maintain communication despite having limitations in one's language knowledge (e.g., through using different kinds of communication strategies).

Classroom Interaction

According to Wagner (1994: 8 in D. Rossi, et al., 2013:24), interactions are "reciprocal events that require at least two objects and two actions and occur when these objects and events mutually influence each other." In a classroom, everyone participates in interaction, not just the teacher. Classroom interaction, according to Tsui (1995:6) in Raga (2010:6), is a collaborative endeavor among participants in which each person helps determine the direction and conclusion of the engagement. As Tsui (1995:7) quotes Allwright and Bailey (1991: 18–19), they also emphasize that "interaction, in class or anywhere, has to be managed as it goes

along, no matter how much has been put into it beforehand."It has to be managed by everyone taking part, not just by the teacher, because interaction is obviously not something you just do to people, but something people do together, collectively.

Even while everyone in the classroom works together to facilitate contact, the instructor can still control or manage some parts of it, including the input that is given. Wagner (1994:8) affirms that communication requires reciprocal impact through message delivering and receiving; interactions do not happen just from one side. "Reciprocal events require at least two objects and two actions," Wagner continues. When these things and occurrences naturally affect one another, interaction takes place. In actuality, it refers to the process of communication that entails contact between two or more individuals who share a set of indicators.

This may be accomplished in a number of ways, such as by introducing students to a diverse classroom structure, creating distinct roles for both teachers and students, using a range of activities, assisting students in expressing themselves, and promoting the use of communication techniques. Students are attempting to communicate in the foreign language in a pleasant educational environment when the two connotations are combined. We may infer that interactions in the classroom take place when all participants are aware that they are expected to engage in all types of activities. The participants are urged to control every activity that pertains to the established objective of creating a positive learning environment. The accomplishment of the teaching and learning process thus necessitates that teachers and students who are directly involved in the interaction pay close attention to the implications.

Types of Classroom Interaction

In order to achieve learning goals in classroom contact, existing research on interaction tends to concentrate on three primary categories (Bernard et al., 2009; Miyazoe & Anderson, 2010; Rhode, 2009; Swan, 2003 in D. Rossi, et al., 2013:24). Learner-content, learner-learner, and learner-teacher interactions are examples of these kinds of interactions. Only two primary categories will be discussed in this article.

1. Teacher-Learner Interaction

According to Scrivener (2005:85), during teacher-student contact, students aim to show off their speaking and listening abilities in front of their teachers; for this reason, the teachers should think about this kind of interaction, which is extremely important in both teaching and learning. When speaking with their pupils, teachers should concentrate on three things, according to Harmer (2009). First and foremost, they need to consider the type of language that the students can comprehend; that is, educators should produce work that is understandable for each student's level. The teacher speech serves as a resource for pupils because, second, teachers need to consider what they will say to their students. Finally, teachers also have to identify the ways in which they will speak such as the voice, tone and intonation.

2. Learner-Learner Interaction

According to this article, a learner-learner interaction is a social activity that entails two-way communication between two or more students in a classroom setting with the aim of finishing an assignment or fostering the growth of social bonds. Scrivener (2005:86) affirms that interactions between students actively generate knowledge and enhance abilities. Learner-to-learner interaction may play a significant role in students' cognitive growth, academic success, and emerging social competences if it is properly planned and facilitated. Collaborative projects can also help learners strengthen their abilities. As a result, students will build social relationships via this type of contact, which will lessen isolation in the classroom and foster a feeling of learning community. Since this kind of engagement is the quickest and most effective approach to turn students from passive to active participants, teachers must promote it.

The Implication to the Foreign Language Learning and Teaching

It is better to achieve the objective of communicative language instruction when political and educational institutions in many nations become more aware of the urgency of communicative purposes (not just for meeting requirements; passing the exam). Teachers and students are responsible for overseeing class activities. Through the effectiveness of the idea of language acquisition as learning to communicate, instructors who possess CLT competency may implement specific CLT strategies (Brown, 2000:43). The goal of language strategies is to get students to utilize language in a practical, real-world, and useful way for worthwhile objectives. Teachers' tasks are to lead and assist, and students are encouraged to utilize language in unrehearsed contexts outside of the classroom in a constructive and receptive manner. By recognizing their individual learning styles and developing techniques for independent learning, they are given the chance to concentrate on their learning process. Here, accuracy and fluency are viewed as complimentary ideas that underpin

communication strategies. Students are given the chance to control the learning environment, oversee speaking assignments, and promote language proficiency.

According to Vonxay's research conducted in a higher education institution in Laos, instructors are interested in implementing CLT because they believe it would encourage their students to utilize English in the classroom, which will enhance their communicative competence (2013:69). He observed that a key factor in determining the effectiveness of CLT implementation is the English language competency of the teachers. Since it is the foundation for successfully integrating CLT into the classroom, instructors should possess sufficient teaching skills.

Another essential component of learning a new language is social contact. Because they have a goal to apply it outside of the classroom, it might encourage students to focus more on communicative classroom activities. Conversely, learners of English in EFL contexts are less inclined to communicate since they have less opportunity to do so outside of the classroom. As long as the teachers are more knowledgeable and skilled in leading and overseeing class activities, CLT and classroom interactions are essential in this situation. Their success is based on the conversational skills and expertise of the teacher. With this capacity, teachers may effectively demonstrate the relationship between themselves and their students, and class activities help students become more proficient in the language as planned before instruction begins. Students can engage in active exchanges with other students and with materials, which might impact their language proficiency. Therefore, before being hired for a CLT teaching position, teachers should complete CLT training; textbooks and instructional strategies should be routinely assessed to identify strengths and weaknesses and to observe students' learning progress; CLT class sizes should be lowered to maximize learning; and teachers should work on their oral language proficiency.

Teachers pay close attention to how interactions are included into the learning process since CLT takes place in the classroom. By emphasizing effective strategies like role-playing, dialogue, discussion, games, debate, and other forms of communication, teachers also pay attention to how students react to the interactions that are established in the classroom. Teachers' primary responsibilities in the teacher-student relationship are to help students make connections, provide stimuli, and address issues that they face. Teachers must consider what they are going to say and listen to the language that the students use. They must be able to provide as an example of speech that the students can imitate. Teachers are expected to direct and support students' activities during learner-to-learner interactions, while students are encouraged to actively participate in time and activity management in order to establish independent learning.

II. CONCLUSION

In conclusion, one strategy for promoting communicative competence is communicative language instruction. It is carried out via the use of techniques such as role-playing, debate, discussion, games, storytelling, and other communicative activities that support learners in reaching their language competency objectives. A teacher nominated to a CLT post must possess sufficient knowledge and abilities to be used in the classroom in order to achieve communicative competence. Additionally, changes must be made to the educational system, including reducing class sizes, routinely educating teachers, and assessing how well teachers are speaking the language.

One reciprocal activity that is produced inside class activities is classroom interaction. All participants—teachers, students, and learned materials—participate. As a result, they must push themselves to become more conscious of the fact that learning goals are attained by means of a learning community that is formed within the classroom. In the classroom, communicative language instruction is used. Throughout the teaching and learning process, interactions between teachers and students, as well as between students and resources, need the instructor to pay close attention. The process of controlling the capacity to be linguistically competent is known as language teaching and learning. The four language skills—speaking, listening, writing, and reading—as well as the language components—vocabulary, grammar, and pronunciation—are among the abilities that might be acquired. Concurrently, CLT and classroom engagement are conducted using appropriate strategies that help students meet learning goals.

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