

COMMUNICATIVE APPROACH IN LANGUAGE TEACHING

Nataliia Shulga
Uman, Ukraine

English is essentially an international source of communication among the non-native speaker of other languages. It is known that English became a global language and is used in number of state institutions of European countries, as well as in Ukraine. Teachers, practitioners, and professionals use a range of teaching methods in their respective academic settings while teaching English. A number of research studies on the use and application of pedagogical strategies applied in the learning of English as a Foreign Language (EFL).

The one of approaches used in EFL is a communicative language teaching approach introduced in the course of teaching methods in the 60s-80s of the 21st century.

Regarding communicative language teaching (CLT), J. Lamie also observes a fundamental shift in English Language Teaching paradigms. The researcher reveals that the insufficient knowledge regarding the target language forms, meanings, and functions hinder the process of foreign language learning and also determines the role of teachers as change agents in the process of implementing innovation in curriculum. Thus, the role of communication in language teaching requires explicit awareness and attention on the part of curriculum planners/developers [2, 51-52].

In view of Kumar Dey, meaningful insights from applied linguistics reveal the importance of communicative competence rather than the practice of structures and lexis. He asserts communicative competence as an ability to use the linguistic system effectively and appropriately. It also determines the role of target language should be the vehicle for classroom communication. [1, 178-179].

On the contrary, Richards considers that communicative language teaching is partly responsible for such modifications as a response to the traditional views of second or foreign language learning process. Most of the traditional views focus primarily on the mastery of lexis and grammatical competence, such as the theory of habit formation implies language learning as a mechanical process. Richards

contradicts based on mental development rather than the formation of good habits. He ignores the wrong assumptions produced under the influence of classical theories having no relevance to the latest development of cognitive psychology.

Richards et al) highlight some of the following key features of communicative language teaching:

- It focuses on meaning rather than form.
- Achievement of communicative competence is the desired goal.
- It implies learner-centered approach.
- Fluency is the primary goal of Communicative Approach (CA).
- Students are expected to interact with their fellows for sharing ideas.
- Use of dialogues focus on communicative functions.
- Intrinsic motivation makes communication more interesting.
- Task based teaching method is preferred for the accomplishment of certain objectives [4, 64-65].

Thus, CLT emphasizes the role of a teacher as a communicator initiating communication among students who can be divided into small groups during the activity performance. Such activities require innovative teaching strategies for creating classroom communication. In CLT students benefit from interaction with themselves and learning opportunities created or facilitated by a teacher. Communicative approach in CLT helps a teacher to involve students' language acquisition process in the form of role-playing activities, brainstorming, quizzes, etc.

Abovementioned activities cause the raise of interest and motivation in students towards a foreign language learning.

Language learners in environments utilizing CLT techniques, learn and practice the target language through the interaction with one another and the instructor, the study of "authentic texts" (those written in the target language for purposes other than language learning), and through the use of the language both in class and outside of class.

Learners converse about personal experiences with partners, and instructors teach topics outside of the realm of traditional grammar, in order to promote language

skills in all types of situations. This method also claims to encourage learners to incorporate their personal experiences into their language learning environment, and to focus on the learning experience in addition to the learning of the target language.¹

According to CLT, the goal of language education is the ability to communicate in the target language. This is in contrast to previous views in which grammatical competence was commonly given top priority. CLT also focuses on the teacher being a facilitator, rather than an instructor. Furthermore, the approach is a non-methodical system that does not use a textbook series to teach English, but rather works on developing sound oral/verbal skills prior to reading and writing [3].

Thus, communicative approach as a modern method of teaching languages contributed improvements in English language teaching. It becomes a matter of great concern for the professionals and practitioners to go for an appropriate teaching method addressing the language and academic needs of the students in a foreign language leaning context.

References:

1. Kumar Dey, S. (2013). Teaching of English. India: Pearson.-205 p.
2. Lamie, J. (2005) Evaluating Change in English Language Teaching. Basingstoke: Palgrave Macmillan. – 116 p.
3. Nunan, David (1991-01-01). Communicative Tasks and the Language Curriculum. TESOL Quarterly. 25 (2): 279–295.
4. Richards, J. Rogers, T. Approaches and Methods in Language Teaching [Electronic Version]. Retrieved Febryary 8, 2019, from: www.espacomarciocosta.com/.../approaches-and-methods-in-language-teaching-jack-c-r.