



## Language learning with communicative approach

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### Abstract

When learners are involved in real communication, their natural strategies and approaches for language acquisition will be used and this will allow them to learn the language and are the language. The terms competence and performance are used frequently in discussion of second language approaches. It is important to note that the term “approach” is used to refer to principles of syllabus construction and to actual classroom teaching materials and methods. The literature on curriculum innovation suggests that teachers’ understanding of an innovation is central to its success. In naturalistic settings human language communication takes both oral and written forms and develops in one or more languages wherever social interaction occurs.

**Keywords:** communicative competence, strategies, communicative language teaching [C.L.T.], applicability, lexical grammatical, phonological, acquisition, comprehensible, socio linguistic, approach performance, experience language

### Introduction

An appreciation for the revolutionary impact of early proposals for an approach to language teaching that would reflect an underlying construct of communicative competence is best gained against a back drop of the established methodology of the mid 20<sup>th</sup> century-communicative language [C.L.T.], or the communicative approach is an approach that emphasizes interaction as both the means and the ultimate goal of study.

According to C.L.T., the goal of language education is the ability to communicate in the target language. This approach focuses on the use of language in everyday situations. A major principle underlying this approach is its emphasis on learner’s needs and interests.

### CLT Characteristics

The understanding occurs through the active interaction between the students in second language.

The teaching occurs by using authentic English texts

Along with the second language they also learn the strategies for better understanding.

The importance is given to the learner’s personal experiences and the situations, which are considered as invaluable contributions.

By using the new language creates learning opportunities.

### The theory of language

The communicative approach in language teaching starts from a theory of language as communication. The goal of language teaching is to develop as “communicative competence”-hymns coined this termed it to contrast a communicative view of language and Chomsky’s theory of competence. Chomsky focus of linguistic theory was to characterize the abstract abilities speakers possess that enable them to produce correct sentences in a language. This theory of what knowing a language entails offers more comprehensive view that it

acquires both knowledge and the ability for language and its uses. Another linguistic theory of communication favoured in CLT in Holliday functional account of language use. Halliday has elaborated a powerful theory of the functions of language. He described that language performs for children learning their first language.

### Seven basic functions

1. The Instrumental functions (using language to get things)
2. The Regulatory function (using language to control the behaviour of others)
3. The International function (using language to create interactions with others)
4. The Personal function (using language to express personal feelings)
5. The Heuristic function (using language to learn and to discover)
6. The Imaginative function (using language to create a world of the imagination)
7. The Representational function (using language to communicate information)

When the learners are involved in real communication their natural strategies for language acquisition will be used. The autonomous language learner takes responsibility for the totality of his learning situation. Learning thus proceeds from ideas to correct grammatical, lexical and phonological from his reflection is based on the objectives set and its applicability. The student evaluates his attainment through his objectives and his plan. There are certain theories which make student to be a good learner. The concept of communicative purpose has also become more comprehension multiple, variable language learning is a term referring to process and actions that are consciously deployed by language learners to carry out a multiplicity of tasks. An essential feature of learning is that, it awakens a variety of internal developmental

processes which are able to operate only when child is in the action of interacting with people in his environment and in cooperation with peers. It lends support to less structured and more natural B.F. Skinner, a man who opposes Chomsky's linguistic theory with his approach.

**According to skinner:** A child acquires verbal behaviour when relatively unpatented vocalizations. Skinner considers communication of knowledge or facts in just the process of making a new response available to the speaker.

### **Communication problems among EFL students**

Most of the students have no intention of communicating in English even though English is a key course for students, teachers can seldom find them speaking in English on campus or even in classroom. The reason for this may contribute to their limited acquisition of the language and their limited interest in it. A large majority of students have no idea about how to cope themselves when they are confronted with some words they do not know, for instance, if two students are asked to talk about the another one may say,

"It is a nice day!"

The other will respond

"Yeah, but it is said there will be....."

The second speaker is trying to say "drizzle" however, he cannot find the word. An English – speaking environment needs to be created to the largest extent because by continual exposure to natural conversation students may learn through opportunities.

### **Acquisition through classroom communication in 21<sup>st</sup> century**

In the last 20 years the second language acquisition has gained widespread acceptance. The natural approach is based on the theory that language acquisition occurs only when students receive comprehensible input. The emphasis is on reading and listening comprehension for beginning students, communication has been accepted as an essential result of language teaching but has been neglected as an essential component of the language teaching process. Teaching comprehensively for communicative competence will cater to a large extent to developing linguistic competence. Reorienting language teaching towards a major focus on communicative skills involves three basic elements.

1. Samples of the target language.
2. Guidance concerning the nature of the target language
3. Management or directed learning activities.

Three elements can all be brought together in communication practice. The acquisition of language, in addition to being a psychological matter, is also a thorn in enterprise in that part of anthropology and sociology that concerns itself with how a culture gets passed on...

To summarize we have so far adopted the term "communicative competence" to refer the relationship and interaction between grammatical competences or knowledge of the readers of grammar. It is important to maintain their basic definitions for second language teaching are adopted. Then principles of syllabus design must integrate aspects of

both grammatical competence and sociolinguistic competence. Furthermore teaching methodology and assessment instruments must be designed so as to address not only communicate competence but also communicative performance i.e. the actual demonstration of this knowledge in real second language situations and for authentic communication purposes. It is important to keep in the mind that one cannot directly measure competence, only performance is observable.

### **Guiding principles for a communicative approach**

There seem to be five important principles that must guide the development of a communicative approach.

1. Communicative competence is composed minimally of grammatical competence sociolinguistic competence and communication strategies or what we will refer to as strategic competence.
2. A communicative approach must be based on and respond to the learner's communication needs.
3. The second language learner must have the opportunity to take part in meaningful communicative interaction with highly competent speakers of the language.
4. The early stages of second language learning must be made of those aspects of communicative competence that the learner has developed through acquisition and the eve of native language.
5. The primary objective of a communication oriented second language programme must be to provide the learners with the information, practice and much experience to meet their communicative needs in the second language.

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