

Use Of Communicative Methodology To Teach English: A Case Study

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There is no communicative methodology as such but different writers have suggested different procedures and techniques which they claim to 'communicational'. This techniques are mostly task-based in which the learners are involved in negotiating and sharing information. Following Procedures and techniques were applied on a group of 40 students of B.A. Part I students of APSGMNS Govt. PG College Kawardha (CG). Communicative language teaching, does not provide a consistent methodology that would form a guideline for teachers. Gradually students of B.A.I at APSGMNS Govt. P.G. College Kawardha are gaining confidence to speak English as a mode of communication.

Communicative language teaching rose to prominence in the 1970s and early 1980s as a result of many disparate development in both Europe and the United States. The development of communicative language teaching was also helped by new academic ideas. Communicative competence redefined what it meant to "know" a language; in addition to speakers having mastery over the structural elements of language, according to communicative competence they must also be able to use those structural elements appropriately in different social situations.¹

The communicative method precisely defines objectives headed by free communication through conversation, reading, listening comprehension and writing. For those aims, the communicative method uses contemporary elements of tele-, radio communication, etc. which are natural in the world of exchanging information.

CLT is usually characterized as a broad approach to teaching, rather than as a teaching method with a clearly defined set of classroom practices. As such, it is most often defined as a list of general principles or features. One of the most recognized of these list is Carter And Nunan's² five features of CLT:

1. An emphasis on learning to communicate through interaction in the target language.
2. The introduction of authentic texts into the learning situation.
3. The provision of opportunities for learners to focus, not only on language but also on the learning process itself.
4. An enhancement of the learner's own personal experiences as important contributing elements to classroom learning.
5. An attempt to link classroom language learning with language activities outside the class room.

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These five features are claimed by practitioners of CLT to show that they are very interested in the needs and desires of their learners as well as the connection between the language as it is taught in their class and as it is used outside the classroom. Under this broad umbrella definition, any teaching practice that helps students develop their communicative competence in an authentic context is deemed an acceptable and beneficial form of instruction³. Thus, in the classroom CLT often takes the form of pair and group work requiring negotiation and cooperation between learners, fluency-based activities that encourage learners to develop their confidence, role-plays in which students practice and develop language function, as well as judicious use of grammar and pronunciation focused activities⁴.

At APSGMNS Govt. P.G. College Kawardha, Distt.- Kabirdham, (C.G.) where I am working as an asst. prof. in English, in B.A. Part-I English language is a compulsory subject for all students according to the syllabus of Pt. Ravishankar Shukla university (C.G.) under whom our college is affiliated.

40 students each were enrolled in each section of B.A. Part-I English language class in the year 2014-15. There were three sections namely section A, B and C. I taught English language to section A. I applied communicative methodology to teach English language to all the 40 students of B.A. Part-I, section A, students. Most of the students were studied English till standard 12th as a second language. They can read and write English but as far as using English as a medium of communication is concerned only one or two students were comfortable. For 6 months in the academic session 2014-15 I applied various teaching techniques of communicative methodology to teach English. In our university a text book entitled "English language and Indian culture", is prescribed for students of B.A. Part-I. Two poems and 12 chapters are

included in the text book. Various exercises based on the prescribed texts are also given at end of each chapter. As the title of the text book indicates, the chapters in the book are about rich heritage of Indian art and culture.

Most of the students are using Hindi as a language of communication. They can write answers in English in the college and University exams but they rarely use English to express themselves. The reason behind this hesitation is psychological. When I asked them to use English as a language of conversation, at first only few of them started to speak in English. Following Procedures and techniques were applied on a group of 40 students of B.A. Part I students of APSGMNS Govt. PG College Kawardha (CG):

1. Presentation of a brief dialogue or several mini dialogues.
2. Oral practice of each utterance in the dialogue.
3. Questions and answers based on topic and situation in the dialogues.
4. Questions and answers related to the students' personal experience but centered on the theme of the dialogue.
5. Study of the basic communicative expressions used in the dialogue or one of the structures that exemplify the function.
6. Learner discovery of generalizations or rules underlying the functional expression of structures.
7. Oral recognition and interpretative procedures.
8. Oral Production activities, proceedings from guided to free communication.
9. Copying of the dialogues
10. Sampling of the written homework as signment.
11. Evaluation of learning (Oral Learning)

I also carried out following activities in the class:

- Role-play
- Interviews

- Information gap
- Games
- Language exchanges
- Surveys
- Pair-work
- Learning by teaching

The involvement of students was hundred percent. They enjoyed to work in groups and using English as a mode of communication. This experiment shows that using communicative methodology is really very beneficial for students of B.A. Part-I section A of APSGMNS Govt. P.G. college Kawardha, Distt. – Kabirdham (C.G.). The students those were enrolled in section A scored good marks in English at 12 th exam and their percentage was above 55 in 12 th. The same experiment I have tried on students of section B and C. The students those secured above 50% and below 55% were enrolled in section B and those who secured above 45% and below 50% were enrolled in section C. The communicative methodology is helpful to enhance students confidence to speak in English but it was very difficult to involve each and every student of section B and C.

The communicative characteristics of a language are directly connected with the forms, and such language forms reflect amount of people for whom such forms are standard forms⁵.

Standard forms of English denote such language which we hear on TV, in the street, but not the language which was used by great writers. The first language type can be called strategic language and it is the aims of studies.

Language studies must always be defined by the strategic communicative aims. Thus, communicative methodology is to pay attention to the strategic language, active and affective. This does not mean that communicative methodology restricts language to the minimum of necessary phrases and does not pay attention to the aesthetic beauty of the language, its peculiari-

ties and variety of forms. On the contrary, expending the strategic language, a person acquires not only the minimal colloquial categories, but picturesque elements, as well. The sociolinguistic language aspect is more powerful than the academic aspect because those who use language for communication improve themselves in language forms.

Mutual relations between the teacher and students have always been in the spotlight. The communicative system revises the role of the teacher in class. The teacher is to be a counselor, a professional adviser to whom students can appeal with questions.

It is wrong to think that CLT favours learner's self-expression without regard to form. Communication cannot take place in the absence of structure or grammar. Rather, it was found that meaning-focused self-expression replaced structure drills to develop communicative ability without sacrificing grammaticality.

Conclusion:

Communicative system must take account of the following features:

1. Social interaction.
2. Unexpected moment in forms of perception and addressing.
3. Creativity in form of perception and addressing.
4. Reasons for perception and addressing.
5. Personal and social elements of speech production including both emotion and information.
6. Success in communication.

Communicative language teaching, does not provide a consistent methodology that would form a guideline for teachers. Gradually students of B.A.I at APSGMNS Govt. P.G. College Kawardha are gaining confidence to speak English as a mode of communication.

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