



Communicative Methodology in Language Skills
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Abstract

Communicative competence entails knowing how to use the language according to the setting and participants, knowing how to produce and understand different types of text, and maintaining communication although one's language knowledge is limited. This paper gives some basic methods that will help to develop learners' language communication at the secondary level. Communicative Language Teaching (CLT), which is an approach to the teaching of second and foreign languages, emphasizes interaction as both the means and the goal of learning a language and it is also referred to as "Communicative Approach". Communicative Language Teaching, CLT has been seen as a response to the Audio-Lingual Method (ALM), and as an extension or development of the Notional-Functional Syllabus. Task-based language learning, a more recent refinement of CLT, has gained considerably in popularity.

Introduction

This approach is found in the changes in the British language teaching tradition dating from the late 1960s. A lot of British linguists contributed to the formation of the Communicative Approach which aims to make communicative competence (Hymes, 1972) the goal of language teaching and develop procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication. Communicative competence is what a speaker needs to know to be communicatively competent in a speech community.

The major characteristics are:

- Meaning is primary; contextualization is basic.
- Attempts to communicate in TL are encouraged at the beginning of instruction.
- Material sequencing is determined by the content, meaning, and function.
- L1 is acceptable when feasible.
- Activities and strategies for learning are varied.
- Communicative competence is the goal of instruction.

Language Skills

The purpose of the language is to communicate the message to the listeners. It is an activity, four kinds of language skills are Listening, Speaking, Reading and Writing.

These four language skills are related to each other. When the learners learn the second language they try to communicate in the target language. To make effective communication, they use all these four skills. Byrne states that "one should keep in mind that these skills are normally integrated into real life". Second language learners must be able "to produce and understand language in different sociolinguistic contexts, taking into consideration such factors as the status of participants, the purpose of interactions and the norms of conventions of interactions" (Freeman & Freeman, 2004).

Language Skills

Language skills improve the effort on the communication which develops the students' competence in English. In language skills, the easiest form is to integrate from receptive to productive skills within the same medium: oral or written.



	Receptive Skills	Productive Skills
Oral	Listening	Speaking
Written	Reading	Writing

Oral Medium

The oral medium helps to improve the student's communicative competence in second language acquisition. Communicative competence is the central concept of communicative language teaching. It ensures developing one's language proficiency. It also improves the learner's capability to understand and use language in authentic social and school environments.

Role of the teacher

A facilitator facilitates communication in the classroom and establishes situations likely to promote communication. An advisor in the activities, answering students' questions and monitoring their performance. A co-communicator, engaging in the activities with the students.

Role of students

Communicators: they are actively engaged

-In negotiating to mean.

-In trying to make themselves understood and

-In understanding others

More responsible managers of their own learning.

Negotiator

Communicator

Contributor

independent learner

Basic Processes

The teacher can assign some tasks to carry out a formal and informal conversation, group discussion, and enacting skit among the students. The conversation between students will help them to know how to communicate appropriately in different situations and will help them to learn new words. Enacting skits will develop students' fluency in the target language. On the other hand, students will get to listen to each other while doing group discussions and debates. As they listen to others' points, they volunteer themselves to convey their own. This method will develop students' listening skill as well as their speaking skills. Conducting activities like conversation and group discussion among students will improve their vocabulary and fluency. While doing activities that involve listening and speaking skills, not only builds up the language skills but also the soft skills like teamwork, leadership, and building confidence.

Activities concentrating on fluency & Accuracy

Focus on achieving communication

Require meaningful use of language

Produce language that may not be predictable

Reflect classroom use of language

Focus on the formation of correct examples of language

Practice language out of context

Activity types and classroom tips



As the teacher is not the center of instruction anymore, activities in the Communicative Approach usually favor student-student interaction and maximize learners' opportunities to speak. The activities below can be used to provide learners with the practice of the language, and the level of support given might vary depending on the stage of the lesson, the lesson aim, and the students' level of ability.

A few activities are mentioned below:

Role-plays

Information-gap activities

Jigsaw activities

Open-ended discussions and debates

Conclusion

A communicative approach in the language is fun for both the teachers and students. Today CLT can be seen as describing a set of core principles about language learning and teaching, as summarized above, assumptions that can be applied in different ways, and which address different aspects of the processes of teaching and learning. Today CLT continues in its classic form as seen in the huge range of course books and other teaching resources that cite CLT as the source of their methodology. In addition, it has influenced many other language teaching approaches that subscribe to a similar philosophy of language teaching.

References

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