

Communicative Language Teaching as an Innovative Method in English Language Teaching

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Abstract

The paper focuses on the 'Communicative Language Teaching' (CLT) is an innovative Method in the English Language Teaching. In this aspect the researcher gives importance to the 'Communicative Language Teaching' as an action research. Through this method the researcher brings out the development of the language teaching as well as Communicative Language Learning (CLL). With the help of 'Group Communication' (GC) the researcher brings out the action research in language teaching. The Group Communication which is clubbed with the methods of communicative language teaching. It is also known as action research in language teaching. In this paper the researcher brings out the effective on 'Communicative Language Teaching'. (CLT)

Keywords: Communicative Language Teaching, Word Games, Converse, Showing Picture cards, creating a context, Demonstration, Raising-Falling tone.

Introduction

The aim of this paper is the development is based on the different innovative methods in the modern world. Even though there are traditional methods in English language. Basically, the English language teaching is followed by Listening, Speaking, Reading and Writing.

- . The Nature of language
- . The nature of language learning
- . Goals and objectives in teaching
- . The types of syllabus to use
- . The role of teachers, learners, the instructional materials
- . The techniques and procedures to use

Literature Review

Goh & Burns (2012) introduced the components of second language speaking competences and also explained in detail how each of them works and affect to each other. Source: (Goh & Burns, 2012). The diagram shows the model of second language speaking competence developed by Goh & Burnes (2012) consist of: core speaking skills, knowledge of language & discourse, and communication and discourse strategies. To develop the fluency and accuracy in speaking second

language, the speaker must comprehend and strengthen their ability of using the discussed components.

Riitta et.al. (2009), speaking is a highly complicated and dynamic skill that requires the simultaneous combination of human cognition, social culture and physical operations to perform it rapidly in real-time communication. Due to its' complexity, teaching speaking is not only 'doing' teaching the student to 'doing' speaking activities, but also teaching them the speaking knowledge, skills and strategies. Despite the fact that the concept sounds theoretical, it still is significantly important to teach explicitly speaking skill both theoretically and practically.

Alvarado, Ann S. **Discourse style and interactive tasks in the classroom of English as a second language. Ph.D.**, University of Florida, 1990. For teaching English as a second language, communicative activities in pairs and groups are common. Yet teachers know little about the quality of the students' verbal interaction tasks. This study deals with a qualitative analysis of students' patterns of participation on several well-known (44) tasks. The basic research question was whether and how students judged assertive (active) by their teachers (passive) when paired together. The investigator also had the questions like whether changing patterns affected the patterns of participation as active and passive speakers and whether passive speakers anticipated more with active or passive partners.

The results showed that students would verbally active indeed dominated by managing conversations, giving information, and making decisions more than their passive partners. Moreover, speakers manifested distinct discourse styles by examining similar patterns of participation regardless of the speaking style of their partners the task type or the language. The results also showed that two-way tasks produce balanced conversations and suggest directions for future ESL research and classroom procedures.

Research Methodology

These aspects are the basic aspects of the English language teaching. With the help of some methods the English language has flourished. There are different methods in English. Language Teaching aims broadly to apply the theoretical perspective of the communicative approach by making communicative competence the goal of language teaching and by knowledge the interdependence of language and communication.

The 'Communicative Language Teaching' is one of the practical perspectives in English. Through this approach the researcher gives importance to the 'Group Communication'. With the help of this approach the researcher divides the two different groups of students and analyse them in the various field which is known as 'Rearrange the word, Complete the conversation, Word Games Conversation on creating a context, Raising-Falling tone, jumbled sentence'.

Learning the language through the Word Games, Showing Picture cards, with the help of some pictures the students can develop their own sentences. This is known as really a creative work

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B. Muthukumar, Ph.D. Research Scholar in English

Dr. V. Neelakandan, Associate Professor of English

Communicative Language Teaching as an Innovative Method in English Language Teaching

of art. Students can communicate with the help of the image which has shown in the cards. Through this cards the teacher can teach the grammar like Subject, Object and all the parts of speeches like, Noun, Pronoun, Verb, Adverb, Adjective, Preposition, Conjunction and Interjection. This is somewhat effective teaching method of English not only that but also there is a real development in communicative skills.

Significance of the Study

The students can be divided into two groups and ask them to develop their own ideas, share with them and communicate among them and develop their own sentences. Through this activity the students are very interested in communication and they eagerly come forward and they can develop their language skills. The ‘Group Communication’ is one of the major techniques in the English Language Teaching with the help of this technique the teacher plays vital role because where ever the students commit any mistakes in the communication the teacher will correct them.

The ideas which were created by themselves and the students themselves created their own context in their communication. This is really an action research work. With the help of this method the teacher can develop the creative mind among the students not only that but also correct their mistakes in various aspects.

Methods

Mostly, the students use conversation among them in the Group Communication. The researcher can study in different fields in the development of communication which is known as Raising-Falling tone, gives real expression of feelings, asking questions, answering the questions, etc., Through this method the students can get the confidence among them in their communication language skills.

With the help of this method the students develop their confidence because they get the ideas of their own which is easily communicated with other and that idea has accepted by others this is the first victory of them. Not only that but also their confidence level has been developed.

‘Conversation’ is also one of the methods of communicative language teaching. Through this method, the researcher divides two students and gives a topic for conversation between them. Both of them must talk on that particular topic. So, they use some questioning words, answers for question, some suggestions, some exclamations etc., through this conversation the communicative language has developed.

‘Showing Picture cards’ is the effective method because it is based on the ‘listening aspect’. Each and every student is interested to visualise the picture in the screen. It is applicable in the Language Lab. Some pictures have shown to the students. In that picture, some quizzes may be conduct. It is most effective method. “Visualising” is one of the most attractive method not only that but also it will be useful to the students for remembrance. The pictures may be in the different colours. Those colours maybe unique in one common aspect. For example: **Raju is reading a novel.**

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B. Muthukumar, Ph.D. Research Scholar in English

Dr. V. Neelakandan, Associate Professor of English

Communicative Language Teaching as an Innovative Method in English Language Teaching 198

Here the verb has coloured by different from others. So, it is very easy to observe and with the help of reading images very nearby.

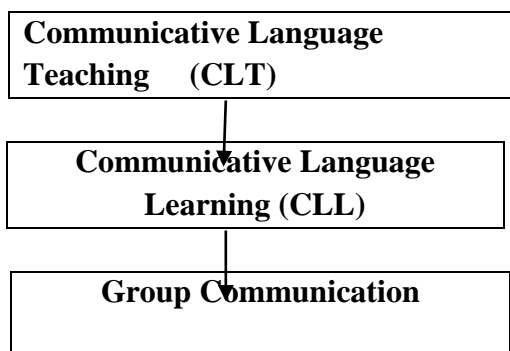
‘Creating a context’ are an essential as well as important to the Communicative Language Teaching. When the researcher has shown any object to the students ask them to create a context with any particular incident which has happened in our country or anything that will happen in our country. Through this aspect the student can develop their own communication skills. If we conduct any competitions like, Essay Writing, Story Writing competitions the researcher has shown some images or pictures for example- The image of child Labour, Deforestation, Fire accident, etc.

‘Demonstration’ is one of the best ways of Communicative Language Teaching. Through this aspect the researcher clearly explains the concept to the students. Even though some students those who are weak in the observing capacity they can easily learn through this method of language teaching as well as language learning. “Demonstration” is very effective because it is practicable by each and everyone.

‘Raising-Falling Tone’ through this method of communication, the students gives importance to the teacher’s sound of vocabulary. The effective teaching must be with the tone of teacher. While the teacher teaching(or) communicate the ideas to the students, he/she must be use this method because the students can differentiate the meanings of the word and get the importance of the meaning of a word which has stressed by the teacher.

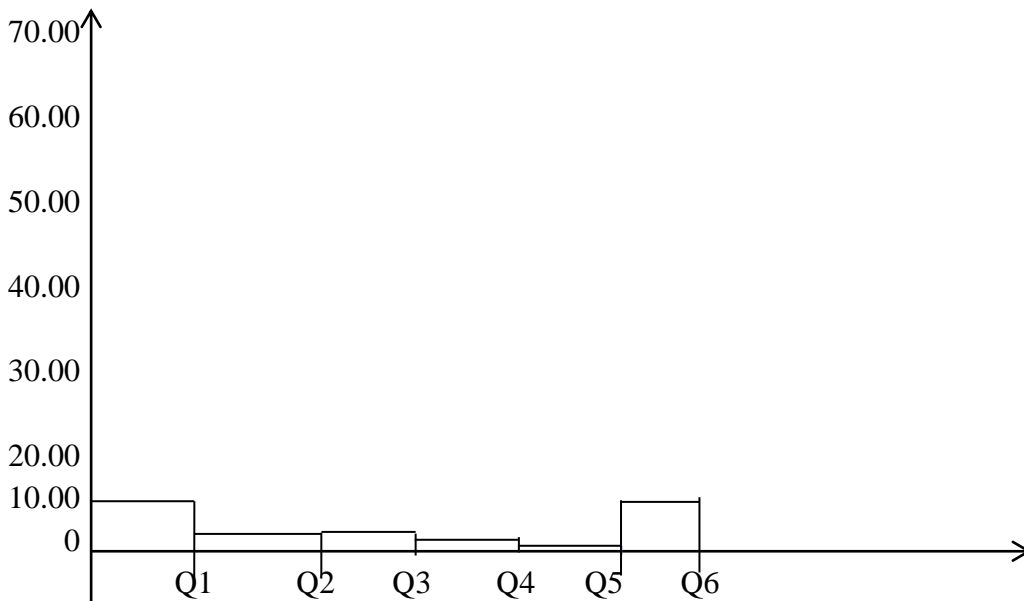
Eg: ‘What a beautiful building is this!

Graph

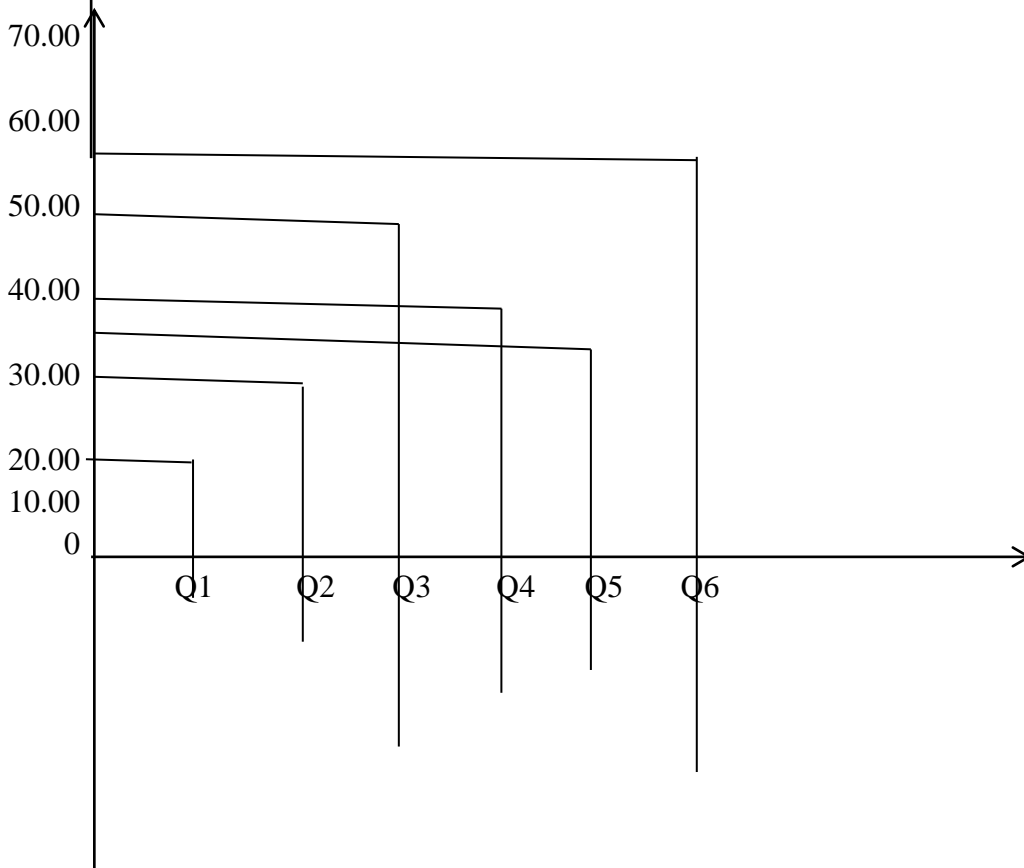


Perfect Progressive

BEFORE INVESTIGATION



AFTER INVESTIGATION



Rearrange the word, Word Games, Complete Converse, Jumbled sentence, Creating a Context, Raising-Falling tone.

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B. Muthukumar, Ph.D. Research Scholar in English

Dr. V. Neelakandan, Associate Professor of English

Communicative Language Teaching as an Innovative Method in English Language Teaching 200

Data Collection Procedure

The data for the present paper was based on a grammaticality judgement test. Fifty arts and science students were selected for this study. The students are pursuing an arts and science degree. The increasing number of different educational institutions in the fast globalizing. English communication skills an indispensable quality in any successful life.

Fifty participants were selected based on the following parameters.

- a) Class: First Year Under Graduate students from the arts and science institutions located in Tamil Nadu.
- b) First Language: Tamil
- c) Medium of Instruction in college: English
- d) Marks in Graduation: 50%- 70%
- e) Gender: Fifty male students

The data for the present research is based on a grammaticality judgement test. The test consisted of six meticulously designed questions aiming to judge the communicative competence. A higher degree of uniformity in the preparation of the grammaticality judgement test could be achieved as the items were targeted at subjects who shared the same mother tongue, i.e., Tamil.

The questionnaire and the grammaticality judgement test were administered to hundred Undergraduate students belonging to arts and science college students understand that it was not an examination and that the responses given by them would be used to improve their teaching modules and materials. The test consisted of both the closed ended and open-ended questions. The test consisted of open questions. The test consisted of open questions. The test is consisted of six sections.

Question 01 Re-arranging the word

‘Re-arranging the word’ was the first question in the questioner. It gave innovative thoughts to create a new word. It gave a thinking ability to the students to arrange in a proper way and make a meaningful word.

Question 02 Complete the Conversation

‘Complete the Conversation’ has given a correct response to the questions which was asked by the opponent. Not only had that but also created a contextual questions and answers. Through this question the student can think himself to answer the question which was asked by the teacher. Through this type of conversation, we can develop the communicative skills.

Question 03 Word Games

‘Word Games’ is a type of communication to develop the communicative skills. Most of the students were not interested wholeheartedly in the teaching instead of that they can develop their language through the ‘Language Games’ or ‘Word Games’. Knowingly or unknowingly they can learn the language in a playful method.

Language in India www.languageinindia.com ISSN 1930-2940 18:12 December 2018

B. Muthukumar, Ph.D. Research Scholar in English

Dr. V. Neelakandan, Associate Professor of English

Communicative Language Teaching as an Innovative Method in English Language Teaching 201

Question 04 Creating a Context

‘Creating a Context’ is also another type of communication methods. Generally, some important issues in the Universe or any general topics have to be given to the students and make them to speak about that topic to be a context. This method will develop the creativity among the students and make them to analyse themselves and make to know their identify and ability.

Question 05 Raising - Falling Tone

‘Raising - Falling Tone’ is one of the important aspects in the speaking. Wherever or whenever we speak knowingly or unknowingly, we give intonations in different types. Through that intonation we can identify the importance or necessary of the message. It plays vital role in the speaking aspect. This is considering being a prime in the communication because the tones itself give the meaning.

Question 06 Jumbled Sentences

‘Jumbled Sentences’ is one of the playful methods of learning language. The sentence was collapsed, and it has given to the students to make arrange in a proper way. The student must know the basic grammar sentence pattern then only he can frame this sentence in an order. Otherwise it cannot. Through this method the student can frame a sentence in a proper order.

Data Analysis

The data received from the results of the test was evaluated. It consisted of both correct answers and wrong answers. The errors made by the students were analysed in the light of the comparative study of the conversations. A simple descriptive statistical feature of the verb phrase in the conversations. The errors which were further compared and systematically analysed to identify the extent to which the first language interferes with the second language which acquiring the communication.

Findings

After analysing the questionnaire from the collected data that this method is really an action method. The researcher found from this analysis that this communicative language teaching is action method and through this method some students were benefited in the field of speaking.

Conclusion

So, with the help of ‘Communicative Language Teaching’ and ‘Communicative Language Learning’ the researcher concentrates to develop the “Communication Skills” in English Language Teaching. Not only that but also this method is very effective, practical and enjoyable by the teacher and the students at the time of language learning and teaching.

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Language in India www.languageinindia.com ISSN 1930-2940 18:12 December 2018

B. Muthukumar, Ph.D. Research Scholar in English

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Communicative Language Teaching as an Innovative Method in English Language Teaching 202

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APPENDIX-I QUESTIONNER

I) REARRANGE THE WORD

1. ROCTDERI -
2. EEERAASSPAKH-
3. GGNIER -
4. YSOCEDANR -

Language in India www.languageinindia.com ISSN 1930-2940 18:12 December 2018

B. Muthukumar, Ph.D. Research Scholar in English

Dr. V. Neelakandan, Associate Professor of English

Communicative Language Teaching as an Innovative Method in English Language Teaching

5. EECUONNARGMTE-

II) COMPLETE THE CONVERSATION

1. TEACHER: Did you complete yesterday's work?
STUDENT: -----
TEACHER: Do you have any doubt in yesterday's lesson did I teach?
STUDENT: Yes. Madam.
TEACHER: -----?
STUDENT: I have a doubt in changing voice madam.
TEACHER: what doubt is there?
STUDENT: -----.
TEACHER: O.K. no issues. I will teach once again
STUDENT: Thanks a lot madam.
TEACHER: -----?
STUDENT: Yes. Please Madam. Kindly give some exercises to practice.
TEACHER: Do more practice then only you will get master in this part of grammar.
STUDENT: Yes Madam. Thank you very much.

III) WORD GAMES

1. yoolgehcr-
2. yphargoliibb-
3. lardehtac-
4. eeccclti-
5. uuoslafb-

IV) CREATING A CONTEXT (Conversation between two friends)

1. DAVID: Hello, My name is David It's nice to meet you.
JENNY: Hi, I am Jenny. It's my pleasure to meet you.
DAVID: Am sorry

V) RAISING- FALLING TONE

1. This is a Dog -
2. Ram is a business man-
3. Are you Veena? -
4. Was he killed? -
5. It is Monday today. Isn't it-

VI JUMBLED SENTENCE:

1. hurry in are we a -
2. House in this live I -
3. Succeed you you hard work will if-
4. Go will you I allow not to -
5. Captain probably best is the Dhoni -

THANK YOU

QUESTIONNER -1 KEY

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B. Muthukumar, Ph.D. Research Scholar in English

Dr. V. Neelakandan, Associate Professor of English

Communicative Language Teaching as an Innovative Method in English Language Teaching

I) REARRANGE THE WORD

1. ROCTDERI -DIRECTOR
2. EEERAASSPAKH-SHAKESPEARE
3. GGNIER -GINGER
4. YSOCEDANR -SECONDARY
5. EECUONNARGMTE-ENCOURAGEMENT

II) COMPLETE THE CONVERSATION

1. TEACHER: Did you complete yesterday's work?
STUDENT: ----- (Yes. Madam)
TEACHER: Do you have any doubt in yesterday's lesson did I teach?
STUDENT: Yes. Madam.
TEACHER: -----? (May I know where do you have a doubt?)
STUDENT: I have a doubt in changing voice madam.
TEACHER: what doubt is there?
STUDENT: ----- (I do not know how the active voice change into passive)
TEACHER: O.K. no issues. I will teach once again
STUDENT: Thanks a lot madam.
TEACHER: -----? (May I give few exercise to do for your practice?)
STUDENT: Yes. Please Madam. Kindly give some exercises to practice.
TEACHER: Do more practice then only you will get master in this part of grammar.
STUDENT: Yes Madam. Thank You very much.

III) WORD GAMES

1. yoolgehcr- ARCHEOLOGY
2. yphargoliibb- BIBLIOGRAPHY
3. lardehtac- CATHEDRAL
4. eeccclti- ECLECTIC
5. uuoslafb- FABULOUS (Mythical)

IV) CREATING A CONTEXT (Conversation between two friends)

1. DAVID: Hello, My name is David It's nice to meet you.
JENNY: Hi, I am Jenny. It's my pleasure to meet you.
DAVID: Am sorry

V) IDENTIFY THE RAISING- FALLING TONE

1. This is a Dog -**Falling**
2. Ram is a business man- **Falling**
3. Are you Veena? - **Raising**
4. Was he killed? - **Raising**
5. It is Monday today. Isn't it? – **Falling**

VI JUMBLED SENTENCE:

Language in India www.languageinindia.com ISSN 1930-2940 18:12 December 2018

B. Muthukumar, Ph.D. Research Scholar in English

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Communicative Language Teaching as an Innovative Method in English Language Teaching

1. We are in a great hurry.
2. I live in this house.
3. If you work hard you will succeed.
4. I will not allow you to go.
5. Dhoni is probably the best Captain.

THANK YOU