

Comparative Study on English Language Learning and Communicative Language Learning

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Abstract – Today English is the language of world's biggest population immovably setting up its ground-breaking status as the language of communication (most widely used language) in practically all areas directly from instruction and PC to the trade and trade, science and technology, business, diversion, legislative issues, agribusiness, global and reciprocal relations, monetary undertakings, so, etc. The scope and significance of English is all around recognized by everybody in the quick evolving world. The exchange of English Language Teaching (ELT) in India looks at the difficulties of dealing with unsure policies, improper instructional method, multi-lingual foundations of learners, teacher strengthening. It additionally shows the sort of changes to be achieved as far as technique, teaching materials and teacher preparing to make English Language Teaching (ELT) progressively viable and successful. Communicative Language Teaching (CLT) has a long history in the English language teaching situation in India. It is an approach to language teaching which focuses on developing learners' communicative skills through authentic language in significant settings. In spite of some negative criticisms on CLT, this approach apparently is potential in developing communicative skills in English among junior college students in India, which is an important employability expertise in India. Therefore, the examination wants to investigate the teachers' educational approaches in actualizing CLT in the study hall practices in chosen junior colleges in India.

Keywords: Communication, Language, Teaching, Community, Potential, Communicative

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INTRODUCTION

English writing has a huge scope and significance in the process of teaching-learning English language. It is one of the old approaches to learn English through writing. Numerous hypothetical shifts are happened while teaching English through writing. In practically all Indian colleges and schools curriculum and prospectus depends on writing. Writing can be utilized as a successful vehicle of teaching-learning English. The main worry of the present paper is teaching writing to learn English language and it attempts to reformulate the process of learning English by utilizing writing.

Language has been viewed distinctively at various occasions by Linguists and Applied Linguists. It has been thought differently – as a framework, as an ability and as a methods for communication. In Communicative Language Teaching (CLT), "language teaching depends on a perspective on language as communication, that is, language is viewed as a social instrument which speakers use to make meaning; speakers communicate about something to somebody for some reason, either orally or recorded as a hard copy" (Berns, 1990). In

India, up to this point, English has been viewed up 'til now another subject in schools and universities. The auxiliary strategy has been utilized in the teaching of English. The prevalent role of the teacher has been to address about different parts of the English language. The student has been treated as the uninvolved beneficiary of dosages of language learning. Indeed, even the materials have likewise been delivered keeping in view this specific conception. Auxiliary fitness has been given power over communicative skill. Accuracy in language production has been wanted to fluency and ability to banter in different circumstances. Most Indians presently firmly feel that English can possibly make individuals employable. It has turned into the most looked for after language in India because of increment in the Business Process Outsourcing ventures and Call Center occupations. Since the English language is proposed to be utilized in Andhra Pradesh, particularly by the undergrad learners for improving vocation prospects and ordinary communication, the administration of AP endeavored to address these goals by overhauling the teaching skills of the undergrad teachers of English through the Retraining Program. The program was mutually

supported and led by the Directorate of Collegiate Education, Government of AP and the US State Department English Language Fellow Program.

English Language Teaching has been a region of potential difficulties and it has just turned out to be increasingly complex in the 21st Century. With the spread of English Language over the world, Globalization, Information and Technology, just as Communication being the watchwords in the way of advancement, the language anticipated to be the mode of the equivalent appreciates incredible significance. The English Language Teaching circumstance in India also has been a declaration to the progress that English language has experienced in the previous couple of decades.

The communicative language teaching (CLT) approach is right now a standout amongst the most prominent techniques in the teaching field. It is an approach in which the focus is mainly on communication and developing students "ability to express their considerations and ideas in a viable way. So as to accomplish this objective, CLT enables the students to utilize the objective language (L2) in a variety of settings and circumstances. Its essential focus is on helping learners make important communication as opposed to driving them to assimilate the sentence structure of the unknown dialect. Without a doubt, the ability to gain proficiency with a non-local language is controlled by the pace with which the learners have developed communicative capability. This term CLT alludes to the teaching approach to separate the student's ability in applying his/her knowledge of the language to communicate adequately. The obtaining of communicative ability lies in realizing how to utilize/handle the language, in various settings in an extremely viable manner, both in formal and informal settings. This can be accomplished using communication strategies uncommonly followed in CLT and furthermore by methods for the different study hall exercises that normally prompt genuine communication.

ENGLISH LANGUAGE LEARNING (ELT)

Despite the way that today English appreciates the status of a major business in the wake of globalization; teaching and learning of it in educational establishments in our nation particularly in the communities and rural zones is fairly insufficient and ineffective. Recently, we the Indian teachers of English at the undergrad level have turned out to be agonizingly mindful that most students in the school effectively figure out how to pass the examination without attempting to either get the language or figure out how to welcome the utility of language. A large portion of the students attend classes since they need to finish the minimum requirement of addresses with the goal that they can show up in the examination. The circumstance is more regrettable in rural territories where the greater

part of the students are workers and think that its hazardous to convey books for they need both the hands for fighting their way into the crowded transports just as for escaping them through the shaking swarms. In this way, they attend classes without books which should be their unavoidable associates. Likewise, the vast majority of them have already developed the propensity for cramming everything on the grounds that the exertion, the attitude and the techniques adopted in schools which are repository of just availability to rural students, do little to help a youngster who discovers solution just in the rote strategy for learning. In this manner the 'inventiveness' is lost some place. Indeed, even the capable students who can communicate recorded as a hard copy do as such in their local language, not in English. This is their comprehension of just the vernacular language well that the teacher is constantly expected to decipher every single phrase so that in any event the literary writings are some way or another determined home.

Simply consider the disappointment of such an original student who has every one of the expectations of his seniors behind him and realizes that no activity is waiting for him till he has a decent direction over the English language. Consequently the students are not energetic but rather reluctant, furious and frustrated to improve their speaking skills. Presently, when we, the teachers of English, address ourselves to the consistently passing issue of how to meet the requirement of Indian students as a result of their lack in the said language, we stand up to this unrefined certainty that more than the student, it is the teacher of English who is liable of leaving the student in a pickle. This is so on the grounds that we will not do anything for the student. The greater part of us have matter of reality attitude towards teaching which allows us to perform our obligation just and do nothing else. As it were, we turned into the carriers of degeneration in teaching just as life when all is said in done, for expediency instead of morals, is the thing that informs every one of our exercises of life including teaching.

ELT METHODOLOGIES IN INDIA

Where the issue of methodology is concerned, ELT is by all accounts in three transient stages as indicated by the diverse dimensions of the worldview and its demands:

- The first dimension is that of the establishments kept running by the Government, mainly Primary, Secondary and High Schools.
- At the second dimension are those organizations that are Semi-Government are controlled by private overseeing

bodies, assisted through government reserves.

- The third dimension contains simply private segment foundations that embrace to make learners proficient English clients inside a stipulated period.

This creates a swell which can be felt in three different ways:

- Young teachers who work in undergrad schools work low maintenance at these foundations where they utilize the most recent teaching helps and materials to accomplish fluency at the soonest.
- The authoritative groups of undergrad schools understand that an entire undiscovered market should be explored which is the reason they present revenue-acquiring courses in the field of English proficiency, open to the general population.
- Parents of learners structure an important component of the teaching worldview in India.

FUNCTION OF THE ENGLISH TEACHER IN INDIA

The function of the English teacher in the Indian setting is, legitimately connected to the phenomenon of English writing teaching in India. On the off chance that we reflect upon it we will understand that it is incomprehensible for the English teacher to show English writing without historicizing either the content (subject) or the teacher¹ instructed (object)? As it were can she/he show English writing in the convention of an essentialist, universalist position whereby English writing can give endless qualities to every one of its readers without considering cultural particularity of the reader. In the event that we agree with the dialog outlined up until now, our answer would be a vehement no. The English teacher not at all like her/his partner in different trains or even in other writing thinks about is situated inside our foundation in a unique position. This teacher has the weight of assimilating English investigations into the bigger academic timetable of prospectus, examination and assessment for a market-accommodating degree, the practice imparts to teaching in different controls. Furthermore, the English teacher alone is, saw as somebody determined by our pilgrim past, and one who has the potential cognizance of a postcolonial society that would wrestle with our history and contemporary culture.

The teacher at that point could likewise encourage students to establish a two way development/dealing between writings in the Indian languages, the writing in English written in India and literary works in

English from different pieces of the world. The time has come to make a critical evaluation of the role and fiction of the English teacher in India. She/he needs to bring up issues, heretofore brushed far from anyone's regular field of vision as foiling, with respect to "writing and power, language and identity, class and sex, training and employment." This would result not just in a critical examination of the heritage of English yet additionally set up conceivable outcomes for an adjustment in its plan. Teaching of English is ideologically implicated - it always has been. Just now a quicker mindfulness must be brought into focus to recover English investigations structure being sucked up by the more up to date dominant, special segments of society. Give us now a chance to inspect another part of a similar complexity-curriculum plan.

COMMUNICATIVE LANGUAGE TEACHING (CLT)

The emergence of Communicative Language Teaching approach has prompted numerous advancements in the field. Its root can be followed back to the tremendous human dealing emerging in North America and Europe as immigrants and visitor laborers, in this way bringing about language teaching for explicit reason and joined with functional-notional dimension of language learning, shaping a durable entire: CLT. CLT today has come about because of numerous investigations and adjustments throughout the years since its inception in 1970 when it was first practiced in Germany in a somewhat unrefined structure. A couple of years after the fact, in its practice, the reasonable part of language teaching and learning was emphasized rather than past drill-to-frame propensity pattern. CLT joins result arranged exercises and student centered approach of language teaching and considers interactive activities like amusements, role-play, and pair/aggregate work as an integral piece of the process of language securing.

ADVENT OF CLT IN INDIA

The Central Board of Secondary Education changed the English prospectus during the 1980s. More importance was given to the language functions as opposed to writing. This was comparable to the Activity Based Learning presented by the State Boards in the prospectus. In this way, slowly CLT began crawling into Indian study halls. That English is a global language is constantly recognized in India, in any case, when globalization processes started to rule Indian business scene, English apparently was an important vehicle for success. With the change in political attitudes toward the learning and utilization of English, there was additionally a significant move in demands for better teaching of the language. The status of English experienced a change and each English language client needed

to improve his or her language performance. There was an abrupt change notwithstanding instruction, especially as for English in India. All students began understanding the requirement for functional English. Viable communication was viewed as an image of economic wellbeing and pride. The liberalization of the economy prompted the section of multinationals bringing about colossal openings for work that requested a direction of English. Students began learning the language to address functional issues, particularly identifying with pursuit of employment. Communicated in English foundations jumped up all over the place. Additional instructional hubs on Communicative Language were established. The mushrooming of such foundations made the academicians look again at the English schedule.

ROLE OF THE TEACHER AND THE LEARNER IN CLT

In the beginning times of second language learning through CLT approach, the teachers and the students need to remember the goals of CLT. In CLT the teacher's pedagogic role was re-imagined. The roles of both the teachers and learners changed. The teacher changes the techniques for teaching remembering the setting of teaching and the requirements of the objective learners. The new methodology is certainly not a substitute to the study hall teaching however it supplements the qualitative lecture strategy. Standards of syntax are instructed in relationship with the functions of the language. The role of a student is altogether different from the one found in traditional study halls. The person in question is no more a latent audience. The individual in question is a piece of the communicative activities in the study hall. The teacher isn't just a facilitator offering the boost and experience that this language learning process requires, yet additionally in some cases should be a free member in the gathering. Indeed, even without the teacher any language learning condition can give the boosts and experience to Communicative Language Learning to happen. The majority of the need-based and task-based courses are student centered. Student centered instruction encourages students to assume liability for their very own language aptitude development and help them gain confidence in their ability to learn and utilize the language. Teachers bolster students by devoting some class time to non-traditional activities, including teaching learners how to utilize learning strategies, how to utilize accessible apparatuses and assets, and how to reflect without anyone else learning. Prior the teachers followed the chalk-talk lecture strategy however in CLT the learners do the greater part of the talking. In a CLT homeroom the teacher assumes the role of a mentor, guide, facilitator and companion.

METHODOLOGY

The primary focus of this paper is to evaluate the significance and challenges of the CLT approach of language teaching. As the study halls today are ending up increasingly open to the trial methods of teaching, CLT approach also has to some degree advanced into the study halls in Rajasthan. Be that as it may, to what degree it is being utilized by the teachers and if not what are the challenges that they face are a portion of the worries that should be identified and tended to. So as to evaluate the practice of the CLT approach in the language study halls in Rajasthan, a survey was arranged and was administered to 20 language teachers from various universities of Rajasthan. The example was chosen randomly based on the availability of the teachers on grounds upon the arrival of the scientist's visit. Different variables like gender, qualification, experience and so on have not been considered for the examination as the emphasis is just on the CLT methodology. The poll that was administered to these language teachers included inquiries on frequency of utilizing CLT approach in the language study hall, different activities/practices led thereof and the different challenges that language teachers encounter while implementing this approach in the homeroom, the purposes behind their respective inclination between (Traditional Methods and the CLT Approach) The survey was close finished with various responses out of which teachers were required to look over one to numerous responses.

To cope with the progress of the status of English, certain progressions and modifications are warranted in the ELT circumstance, in the nation. At present, there is a hole between the teacher education/preparing and the truth in the homeroom. The fundamental goal in teaching English at under graduate or post graduate dimensions, is by all accounts valuation for writing, (drawing mainly from the British and American writers) which not the slightest bit prepares a teacher to train the language dependent on the requirements of the student. At the point when a teacher is shown writing, almost no of ELT methodology and no connected linguistics, he/she turns into a goal-oriented teacher who thinks that it's difficult to break the standard. Deficient preparing and education in the parts of language make him/her apprehensive of examining a language theme. This creates a circumstance where a writing authority shows aspiring language learners, teaching a greater amount of literary gratefulness skills instead of language skills required, finishes the endless loop. This development likewise resists all sense and rationale, on the grounds that as we as a whole know, when a student is outfitted with language skills, energy about writing can be a characteristic result of his/her learning. The teacher's insufficiency of PC skills may deny the learners of the online assets of learning. These

general frameworks of the ELT circumstance in India and may apply to numerous different nations also. Along these lines the destinations of the teacher education in language must be reviewed, to make the language education increasingly relevant to the necessities of the learners, with regards to the demands of the period of Information, Communication and Technology.

FINDINGS

Based on responses elicited from the language teachers demonstrated the confined utilization of the CLT approach by virtue of the following restrictions:

1. **Time Constraints:** Organization of activities like simulations and role playing in a language class requires time and in most language schedules, time is a compelling factor. Also for the planning of interactive activities, one needs to give a ton of time.
2. **Selection of suitable activities:** Some criteria should be set before choosing the proper action. Factors to be considered incorporate the language dimension of the learners, the costs of obtaining or making sets for activities like simulation, its importance to the students, etc.
3. **Cost Factor:** For leading a portion of the interactive activities like simulation, role playing, and so forth some sort of planning as far as structuring and set up is required. For a portion of the activities or amusements, greater rooms might be required. A few activities additionally include utilization of innovative gadgets. Accordingly execution of CLT approach turns into somewhat costlier.
4. **Size of the homeroom:** CLT approach can be utilized adequately just in a little sized study hall. The greater the size, the lesser the participation. In a major homeroom, it ends up hard to try and have command over the study hall and the students participating in the activities.
5. **Hesitation with respect to the students:** Most of the time it happens that numerous students are reluctant in participating and timid far from the activities where speaking is included. Around then it winds up troublesome for a teacher to keep a harmony between the individuals who effectively participate and the ones who are not willing to participate.
6. **Challenge of Inculcating Self Learning:** Since the approach is student centered and includes minimum participation of the teachers, students must be made

autonomous learners. This winds up testing as a result of the over reliance of students on teacher's drive. The teachers as well, on observing low participation begin speaking with the students to make them talk along these lines doing the vast majority of the talking in the class. Subsequently, entire purpose of CLT is crushed.

TEACHER SIMULATES REAL LIFE COMMUNICATION IN THE CLASS

Communication in the study hall that reenacts genuine settings, for example, how to shop or book tickets offers extraordinary inspiration to learners. In addition, language learning simulations furnish students with the chance to gain proficiency with the businesslike skills of utilizing language suitably. The information uncovered that of the 35 classes watched, in 9 (26%) classes simulations were utilized and in 26 (74%) classes simulations were not utilized. Students figure out how to practice language that is near genuine communication in the study hall through simulations. Subsequently, more utilization of simulations was normal.

TEACHER FOCUSES ON GIVING EVERYDAY LANGUAGE EXPRESSIONS

Language learning turns out to be increasingly important to students if teachers give ordinary language articulations in their homeroom teaching. The information showed that of the 35 classes watched, in 16 (46%) classes teachers focused on regular language articulations where as in 19 (54%) classes teachers did not give language precedents illustrative of ordinary use. Language tests illustrative of everyday life help students to utilize English for reality. In this way, it was attractive that increasingly number of teachers practiced this viewpoint on a more extensive scale.

TEACHING/LEARNING OF LISTENING SKILLS

Viable communication is conceivable just on the off chance that one is a decent audience. The information showed that majority of students (1095) improved their tuning in 'by tuning in to the teacher as he/she read out and clarified the content'. The information additionally uncovered that an extensive number of students (780) improved their tuning in 'by making notes as they tuned in to the teacher's clarification of the exercise'. The responses additionally demonstrated that 705 students had a chance to improve their tuning in 'by tuning in to their cohorts when they talk in English in the class'. Majority of the students improved their listening skills by tuning in to teacher while reading out the content. Substantial reliance on this system was justifiable given the

restricted/no presentation they have had outside of homeroom for working on tuning in.

TEACHING/LEARNING OF SPEAKING SKILLS

Present day work advertises opens up numerous opportunities for the graduates with great spoken ability. The information uncovered that majority of students (1050) improved their speaking 'by participating in role plays, amusements, discusses, amass dialogs'. The information additionally uncovered that an extensive number of students (1005) improved their speaking 'by raising their questions and by method for reacting to teacher's inquiries'. Teachers ought to be complimented for helping learners develop their oral proficiency in a 'beneficial' way.

TEACHING/LEARNING OF READING SKILLS

Great reading cognizance ability is critical to students' academic success. Reading is additionally viewed as profitable on the grounds that the reader has more power over the language contribution than on account of tuning in, where a great part of the control is with the speaker. The data demonstrated that majority of students (1035) improved their reading 'when their teacher reads out loud and clarified the exercise in English'. The data additionally uncovered that an extensive number of students (855) improved their reading 'when their teacher read out loud the section and converted into primary language'. The responses likewise shown that 780 students practiced reading 'by reading the content so anyone might hear reciprocally and afterward doing the activities'. Majority of students improved their reading skills when their teacher read so anyone might hear and clarified exercises. Reading a section resoundingly, when pacing and delaying are properly utilized, advances faster comprehension of exercises for students. Be that as it may, it was anything but a decent technique as teaching/learning process turned intensely teacher-centered. Teachers ought to have utilized progressively 'beneficial' strategies to develop their students' reading ability.

CONCLUSION

Teacher and student are the two eyes to the teaching and learning process. This umblysis among teacher and student ought to dependably remain unblemished for the development and advancement. An important viewpoint to be recollected is the frequency in utilizing the motion pictures, as it should convey variety to the class and be a component of amazement to propel the students in the teaching learning process. As to the utilization of media in the study hall, the role of the teacher is regularly misconstrued. In any case, the truth of the matter is that the teacher assumes an eminent role in

advancing dynamic learning. No skill can be instructed in isolation, every one of the skills of language learning are interconnected. Incorporated teaching-learning approach is a recent development has been demonstrated an incredible device in such manner. By integration of skills mean teaching however many skills as could be allowed in blend, for example while teaching listening, reading and speaking are characteristic. At the point when students practice one skill, in a roundabout way they allude/practice more than one skill. In teaching the skill like reading, listening is included as so anyone might hear reading of the story ought to be tuned in to buy the remaining students. Subsequently one skill ought to be instructed with the blend of others and ought to be incorporated for teaching writing and learning English. CLT will keep on being the real broad language teaching methodology for a considerable length of time to come, since it manages certain factors, for example, inspiration, individualization and learning strategies which have a noteworthy impact in teaching any language and the manner in which it is being educated. Being a student centered approach, the role of the teachers is that of facilitators, who are encouraging language learning for all down to earth and communicative purposes by giving students authority over their own learning The approach is step by step picking up ubiquity in the study halls wherever on the grounds that it is being understood that this approach isn't just powerful but on the other hand is favored by both the teachers and the students alike. What English teachers need, in any case, is managerial confirmation that their less dominant role in the study hall is certainly not an indication of carelessness or loss of control, yet rather an indication of informed conviction that students adapt best by utilizing language for purposeful communication. Along these lines, the objective of ELT teaching ought to be to expand proficiency when English language is being utilized crosswise over India. It concerns coherence, intelligibility and interpretability. It should prompt worldwide communication through interactions.

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