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Use of CLT for Communicative Competence in the Socio-Cultural Environment

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Abstract:

English language teaching has been experiencing constant changes in terms of smearing methods and approaches. With the quick progress of technology and its use in English classrooms, classroom activities, student participation and teachers' involvement have also undergone many changes thereby paving way for a cooperative approach to English language learning. Traditional methodology concentrates on proficiency in different aspects of grammar and through controlled activities. They are memorization of dialogue and drills, pair work activities, role-plays, group work activities and project work. CLT emerged in the 1970s and 1980 when the attention from grammatical competence shifted to the knowledge and skills needed to use grammar and other features of language suitable for different communicative purposes such as making requests, giving advice, making suggestions, describing ideas and emotions and so on. The present paper tries to form a framework of the main principles of CLT and its application in a language classroom. In addition to this, the research shows the role digital education plays in enhancing learners' academic performance, enthusiasm and process of learning. The paper concludes with notable results that might motivate teachers, researchers and professionals, and educators to employ the approach in their regular teaching.

Key Words: CLT, language skills, traditional methods, digital language education, framework

Introduction:

Communication is an essential tool to link a person with another person, between nations and it is a lifeblood. As a result, there is a good relationship between them. If a teacher wishes to be the best teacher, a doctor would like to be a successful doctor, a mother can be a sweet mother with care and happiness of a child then communication plays a very crucial role in this. These days in schools also, the teachers have started focusing on the communication part of the students. They not only teach but along with the teaching they try to develop various skills like listening, speaking reading and writing. The syllabus is also designed on the bases of skills. Before a teacher develops the communicative competence of students, he himself must be competent in communication skills. Hence, the teacher must develop it through various techniques and approaches, as today the students are living in a socio-cultural environment. After their study, the moment they depart from their educational institutions and join any or institution they are hired by the stakeholders where again they have to live in an environment where they have to deal with society and maintain its



culture of it. Overall, he has to maintain the socio-cultural values that are very important and the need of the hour these days. To be successful in their career they have to match the steps with the time and the situations. First, it is very necessary to understand the sociocultural environment.

Socio-Cultural Environment

The term 'Socio-cultural' is used to describe the difference between people based on social class and the culture that they live in. Socio-cultural environment means trends and developments in changes and attitudes, behaviour and values in society. It is closely related to population, lifestyle, culture, tastes, customs and traditions. These factors are created by the community and often are passed down from one generation to another.

Socio-Cultural Factors

The organisations must analyse some vital sociocultural factors. These factors play an important role because they determine the kind of goods, services and standards that society values. The sociocultural force includes the demographic and values of a particular customer base. The demographics and values considered are-

1. Age
2. Population
3. Density Education Levels
4. Geographical distribution culture
5. Life style

The socio-cultural environment lasts to be dynamic and varying. Its factors also vary between community assemblies. Therefore, companies need to monitor these trends and consider their strategic implications. Here are some factors that affect the social and cultural environment. To deal with these dynamic situations one must be competent enough to cope. For this, socially and culturally he must be stable and competent. He must be able to communicate in various situations to upgrade the organization. A few of the factors are mentioned below.

1. Attitude of people



2. Demographic factor
3. Religion
4. Test and preference
5. Social responsibility
6. Education
7. Family
8. Natural factor
9. Technological factor
10. Income and life style
11. Health and safety factors.

The kind of teaching and learning process he has undergone should be based on communication. The teacher's innovation is reflected when a learner has undergone a process of language teaching and learning. In reaction to traditional language teaching using audio-lingual methods, cognitive-based approaches and situational language teaching, it has always been a continuous influence on language teaching. It helps to increase the communicative competence of the learner.

Communicative Language Teaching

Communicative Language Teaching is defined as an approach to teaching a second or a foreign language that focuses on learners' interaction whether as the means or the ultimate goal of learning a target language. Interaction here means an activity in which two or more parties affect one another. In these types of approaches, the focus is on the interaction. Along with this, whatever the teacher educates, or an authentic material' instruct and the use of the language both in class and outside of class. Learners converse about personal experiences with partners and instructors each topic outside of the realm of traditional grammar to promote language skills in all types of situations. That method also claims to encourage learners to incorporate their language-learning environment and to focus on the learning experience. In addition to the learning of the target language [1] According to CLT, the goal of language education is the ability to communicate in the target language [2] This is in contrast to previous views in which grammatical competence was commonly given top priority [3]



Here, the role of a teacher is facilitator, rather than an instructor. The non-methodical system does not practice a textbook series to teach the target language but works on developing sound. Initially, it focuses on oral and verbal skills before reading and writing. CLT prioritizes communicative skills and grammar is just introduced as support to develop these skills. It is believed that the usage of tasks is chief unit to form the basis of daily and long-term lesson plans (Breen 1987; Long 1985; Nunan 1999; Prabhu 1987). CLT approach to the syllabus is known as a task-based instruction (TBI). In CLT, a learner does not read the text or study the grammar but he/she undergoes task-based performance that gives a purpose to use the grammar in a meaningful context. CLT emphasizes the significance of focusing on meaning. It assists the principle that conveying an intended meaning is an essence of language use. To promote the acquisition of the language a teacher has to put so much effort to engage the students in a variety of tasks.

This study involves the tasks that promote the language acquisition process by considering a teacher's pedagogical objectives, the learner's development stage and skill level and the social context of second language learning and women. CLT promotes learning by doing. They are in 10 to prepare an address book. For that, they need to collect information as if their hobbies, age, interest the language they speak viewpoint etc. they interact in this way by using language. As a result, day involves the communication process which is a very necessary part of this language teaching approach.

Given the practical experience of implementing, the CLT the researcher would like to mention that the sample group of students of the study was all enrolled in the second-year Bachelor of Arts English course at Dr Subhash Mahila Arts Commerce and Home Science College Junagadh. They had varying levels of English language competence. Gradually, several techniques and tasks were needed for students to master the course contents of this course and to have real-life communication skills. Further, all the students were given an exclusive support system through CLT where they would be learning communication skills, enhancing that English language competency and learning among peer groups through group discussions, task-based learning, participating in the in class quizzes and oral presentations. Initially the feature participant French that the students for hesitant in performing and practicing task this morning but this regular motivation and varied stars giving at regular time is the world to the game up with renewed enthusiasm to learn different ways of communication skills. It implies that every phase of English language teaching and learning needs to be logically integrated through CLT to bring desired results.



Review of the Related Literature

The objective of this section on the review of the related literature is to emphasize research and examination, already done related to CLT. The discussion regarding the Post Communicative Language Teaching or post method along with the application of communicative language teaching and learning. Communicative language teaching shows certain models, research paradigm, or a theory. (Celce-Murchia et al., 1995) The main objective is for learners to develop communication or communicative ability, communicative competence (Hymes 1972) is the ability to interpret and enact suitable social behaviours and it needs the active involvement of the learners in the production of the target language (Cancel & Swain, 1980; Celce-Murcia et al, 1995; Hymes, 1972).

This idea involves an extensive range of capabilities like the awareness of grammar and vocabulary known as linguistic competence, the ability to say the appropriate thing in a certain social situation called sociolinguistic competence, the ability to initiate, to pass, to include, and close a conversation and the ability to do. This is in a continuous and coherent manner known as discourse competence; the ability to communicate effectively and resolve the problems caused by communication breakdowns referred to as strategic competence. Littlewoods (1981:1) states that “One of the most characteristics features of communicative language teaching is that it pays systematic attention to functional as well as structural aspects of language, combine these into a more fully communicative view.” It aims to mean that the target language is used which is used as a vehicle for classroom communication. It is not just an object. CLT is not a method in the sense by which content, a syllabus and teaching routines are clearly chalked out. (Richards and Rogers 1986)

Rational of the Study

Any course that is designed has some outcomes. It depends upon the teaching learning process. The course Entitled English communication of B.A. English Honours 2nd semester at Dr. Subhash Mahila Arts Commerce and Home Science College Junagadh. In the recent days when everyone is talking about the skill, development in India; at this it is mandatory that the communication skills also should be developed. India has always paid attention to enhance the vocabulary, communication skills, and presentation skills of the people. In nutshell, it is also very important to develop the language skills of undergraduate. Therefore, the present study was conducted to find out the language learning of the Students of Second semester BA Arts



through interviews, feedback through emails, and face-to-face interaction between the teacher and the students and student to students' interaction. This study intends to investigate the fruitful ness of the CLT in the context of the teaching and learning process at the Dr. Subhash Mahila Arts Commerce and Home Science College Junagadh. The study uses suitable methods of research that are predominantly designed to achieve set goals. Then, the researcher has assessed the concern of CLT. In the field of education.

Objectives of the Study

- To evaluate the effectiveness of the CLT in ensuring the communicative competence of the second semester BA English students.
- To highlight the ELT Concerns in the educational field.
- To Stress the kin of positive impact CLT has on the process of teaching and learning of English Language.

Research Methodology

The researcher has been practicing classroom teaching at various institutions like PKM PTC College, Noble Group of Institutions Junagadh and Dr. Subhash Mahila Arts, Commerce and Home Science College Junagadh for more than two decades. That is engineering and Arts, commerce and Home Science college. Where every year participants come and study the various subjects along with the subjects called English and Communication skills in the first year.

The present study investigates the impact of CLT through the direct interaction between the teacher and the students who were asked questions based on language acquisition and its challenges. These students were more receptive to short interactions towards the end of the class on daily basis regular tasks were given and the students were monitored. The accuracy and fluency of the students was focused through various tasks like role-play and word games. Various is activities were done in the classroom. Based on these activities the students were judged. They were given various opportunities with language task skills like speaking on a given topic to ensure information exchange across the groups. In numerous situations were created where they were supposed to react. In this process, they started thinking and expressing their thoughts. They not only started speaking but also expressed the feelings and emotions with joy and enthusiasm they also started creating new situations with their imaginations. This action research method also was helpful in changing



the attitude of the students towards language learning. In fact, it was an integral tool to change the attitude of the students. It bound the teacher to reflect the difference between traditional methods of teaching by replacing it with CLT.

In order to maximize the engagement of students in learning process the teacher constantly provided the role playing, this experimental method was very significant for CLT classroom when it was performed in groups and pairs, the participants stimulated other reluctant participants with their extempore and other forms of public speaking in the given situations. The students' performance was recorded in MS Excel file containing information on the activity's language issues and improvement of the students. They used Listen and Draw, guess the emotions, crossword puzzles, communication Origami, spelling bees, guessing game, Scrabble riddles, clap and follow and anagrams to make them concentrate on the language activities and develop their confidence in language items.

Data Analysis and findings

According to Seliger and Shohamy (1989, p201) "Data Analysis refers to shifting, organizing, summarizing and synthesizing the data as to arrive at the results and conclusions of the research. The analysis of the quantitative data was carried out with the help of statistical techniques such as mean, standard deviation, T - test, percentage, etc. the qualitative data was analysed by using content analysis method. Tables and charts also supported the analysis and the interpretation of the data in this section wherever required. The relevance to emphasize the model of the CLT implementation at this stage was to show how present study was able to meet its specific research objectives. The sample group of students belonged to the second semester B.A Arts. There were 50 students who performed satisfactory asks through various task-based instructions through CLT. English communication was generally was considered to be the only tough task where numerous students faced rejection at the time of interviews. However, with the appropriate CLT techniques, the students were able to communicate effectively during every task-based exercise. When the feedback was taken the teachers as well as the students reported that CLT implementation in the routine classrooms was productive and successful. There was a drastic change in the students' poor English communication. It was converted into Effective English Communication. The students started grabbing a lot of opportunities and tasks that were / . provided to practice and enhance language skills in innumerable ways. Additionally, their quickness in answering the questions, assignments, quizzes and oral presentations was increased. They were



easily able to interact in pair as well as group work. This interaction made them to deal in real life interaction confidentially by participating in-group discussion, opening up with their peer mates in order to get rid of their fear of language barriers.

While responding to how CLT improved students' communicative competence in English, the students responded that they had developed reading, sharing their ideas, writing and speaking effectively through regular tasks based on exercises practiced in daily classroom. They were able to communicate with enhanced confidence by participating in debates, elocution and extempore. They were in the view that they were very positively influenced to be more responsible for their own education and progress. This research was done to investigate the effectiveness of CLT in improving the English language skills of the students using a survey to find out their feedback. 90% of participants in a view that Learning a language through CLT approach was very cheerful and joyous feeling. It was very efficacious in the process. In order to explore the language skills and get confidence by fluency, majority of the opportunities were task based to bring the key driving force of the course. The 80% of the participants shared the experience. As per the Teachers perspectives, it was detected that their chief motivating factor was to adopt CLT and the scope for learner-centered teaching. There were few negative feedbacks like 10% of the participants were in the opinion that there were some problems regarding the poor time management to do the tasks, some cognitive aspects, lack of interest, inability to balance personal work and studies, poor internet connectivity and self-motivation. Overall, the CLT classroom had become the social event in which the students cooperated, communicated, explored and contributed through mutual interactions resulting in various academic outcomes.

Conclusion

After this experimental cum survey research, it may be discussed that, the CLT is not the only promising teaching –learning strategy but also ignited interest in the students to learn and develop their communicative competence in English. While teaching the language a teacher is a facilitator, investigator and motivator to check the learning process and constant reflection. In order to make the students acquire the fluency in the language the teacher facilitated the students to indulge in small utterances. While teaching through CLT approach, the teacher also came across various problems and found the solutions to resolve it on the spot. The findings of the present study formed a major contribution to the overall evaluation of the English



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communication course designed to enhance the language competence of the undergraduate students of DSM College. The implications of the study suggest the relevance of the task-based teaching, understanding students' language behavioural needs, impartially monitoring students' performance. The verdicts highlighted the organized application of the research and students-oriented outcome that is a vital step to evaluate the language acquisition process. The action research plan was used to enhance the students' communicative competence through many tasks that were undertaken by the teacher. The findings proposed that the students in the language classroom can be motivated highly to participate through interactive tasks with no burden of grammar rules and can learn the ways to speak better with regular practice of various speaking tasks. It also strengthened the relevance of students' cooperation and mutual learning method with group discussions, questioning, requesting, and sharing feedback with the communicative ability. Overall, in the socio-cultural environment the communicative competence that is the need of the hour can be developed with the assistance of CLT approach.



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