1. Approaches and Methods of Communicative English Teaching: Challenges, Transition and Transformation

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1.1 Introduction:

What function does language communication serve? It is the responsibility of the message's originator to convey all necessary information to the recipient. How can we acquire the necessary proficiency in the desired language? Whether to enhance linguistic skills based on the established grammar and composition principles or based on the characteristics or unique skills of the subjects in particular contexts? This eventually became the guiding notion of language education, and several techniques were created for it.

Let's examine the detours communicative English took me on to get to contemporary Communicative English Teaching (CLT). The development of communicative English and its history are crucial because they will give us the essential parameters and advantages that have been demonstrated. Regular communication among GST speech communities all over the world began to quickly grow in the middle of the nineteenth century. Greek or Latin, which were the traditional second languages taught in classrooms in European nations, were supplanted by the common tongue of another society. The student was required to keep track of speech sounds and create them as needed. Oral proficiency is now the main emphasis. Deductive reasoning was still used as a learning strategy. Grammar rules are carefully studied by the student before moving on to linguistic examples. Sentences that were automatically produced and unrelated to real-world events were presented to them for translation. The notion of learning Latin and Greek was still present. The objective of this approach was actually to enhance fluency in reading and writing, and language learning was evaluated solely in terms of competence in these two areas based on grammatical understanding and two-way translation ability. It is known as the Grammar Translation Approach for this reason. This approach started out as a merely utilitarian way for students to read, write, and pass exams in classical language. Written records were the most common form of communication at the period. As a result, spoken communication lacked formal significance. The importance of speech training was therefore minimal in this approach. In the first section of a well-known textbook from the 19th century by Seidenstucker, the norms and related paradigms are listed, and in the second section, French sentences are translated into German and vice versa. It established a strict but straightforward method for acquiring a second language. Grammar-translation was the most practical choice for an instructor without specialized training up until linguistics emerged as the major academic standard for language education. It worked well in schools where the curriculum was

composed entirely of texts. The fundamental criticism of this approach, nevertheless, has been that it ignores oral skills and spoken communication. Only reading fluency in a language is insufficient in a society where multiple speech communities coexist peacefully and learning a second language is more of a necessity. Additionally, it is not supported by a coherent theory of language. Speech is acknowledged as the fundamental language, and the hostility to strict literary conventions such grammar translation eventually crystallizes into the well-known Reform Movement.

Several like-minded scholars were drawn together by Henry Sweets' Handbook of Phonetics (1877). In 1866, Paul Passy established *The Phonetic Teachers Association* and launched "The Phonetics Teacher", a newspaper written in phonetic letters. The goal of the Reformists was to analyze speech sounds. They looked for a technique to represent all the sounds found in spoken language. The founding members of the worldwide phonetic association were Sweet, Victor, Passy, and Jespersen. They completed the International Phonetic Alphabet (IPA) in two years. This movement called for some significant adjustments to language acquisition. They stated that grammar rules should be learnt through observing language samples. The target language was to be used for instruction rather than translation. Teachers were said to need specialized training in phonetics because the focus was now on oral language. These ideas undoubtedly lay the groundwork for a new theory of language acquisition.

In the final years of the nineteenth century, the Direct Method first disregarded classical literary texts and translations in preference of concentrating on everyday speech. This approach to language learning was naturalistic. Following the psychological premise of the direct relationship between form and meaning, Sauveur endorsed the idea of the utilization of variety of learning materials in the classroom, including images and artifacts. Due to the use of organic materials and context-sensitive language, this approach is known as the "Natural Method." Francois Gouin came up with the brilliant theory that adult language development depends on children learning the language abilities of speaking, listening, reading, and writing. He favored having the student infer the meaning of an unfamiliar word. The direct method recommended question-and-answer sessions for students, highlighting the significance of interaction in language learning. The Direct Method, with its emphasis on interaction, foresaw the communicative technique many years later. But it wasn't perfect. In addition to demanding highly qualified native speakers, it is also concentrated on basic classroom concerns. Eventually, disciplines like linguistics, behavioral science, and anthropology contributed to our understanding of language development. For language acquisition, phonetics and grammar structure are no longer sufficient.

Aural-oral competency was given the most emphasis by the audio-lingual approach, a postwar creation, along with the Direct Method. It was founded on Behaviorist Psychology and Structural Linguistics. As these components are connected for the encoding of meaning, linguistic factors like phoneme and morpheme were the basic foundation of learning languages. The difficulty with learning foreign languages has been attributed to many structural components. Therefore, the primary goal was to grasp the largest target language's structural pattern. According to behaviorist psychology, imitation and habit building are also important factors in language learning. According to behaviorists, imitation and repetition are crucial for language acquisition. A younGSTer picks up sounds from their environment and repeats them until they become habitual. Repeating particular

language patterns becomes a component of the Audio-Lingual approach. To offer students enough training, elaborate facilities including language laboratories were created up. This approach places an emphasis on speaking and listening abilities and provides reading and writing materials to support oral learning. The educators were given clear instructions that students should not talk before they have listened something, read before it is said, or write before it has been read. The terminology in a school is also governed by the subject matter experts. There weren't too many new words introduced to the pupil at once. In the decades that followed, linguists and instructors both embraced the audio-lingual approach. The Army Specialized Training Programme uses audio-lingual training techniques in various European nations to teach foreign languages to military personnel. Because of this, the army way became well-known. However, there have been both practical and conceptual criticisms of the methodology. The ideas were tedious and mechanical in the learners' eyes.

The arguments Noam Chomsky made against behaviorist psychology shook the conceptual groundwork. Language is not a habit-forming system, said Chomsky. Human language is not a behavior that can be copied. The expressions are produced by the learner's understanding of abstract rules. Additionally, originality sets human language apart from other methods of communication. The sophisticated A-L equipment was gone by the early 1970s. Our ideas about language and how it should be learned have changed significantly as a result of Chomsky's theories. The approaches were dynamic and typically eclectic; the young language learners were no longer offered any established training methods.

Diverse linguistic theories were employed as input by the methodologist. In reality, the Communicative Language Teaching theory is a conglomeration of various modern issues. Early on in the method's development, the notional-functional curriculum was the topic of all conversations. The cornerstone of the study was an analysis of the semantic and functional domains of language utilization. The two systems of meaning associated with communication in any language, according to Wilkins in 1972, are notional category (concepts like time and quantity) and functional meaning (like requests or denials). These twin tasks are necessary to comprehend linguistic systems.

Since the aim of language learning was to improve communication skills, communicative techniques viewed language as primarily a social behaviour. Chomsky defined proficiency as the learner's internalized understanding of his own language's grammar. This is the learner's abstract capability, which causes him to develop appropriate but unneeded sentences and expressions. The sociolinguistic and pragmatic elements, in Dell Hymes' opinion, demand more weight. Speakers construct grammatically sound expressions based on their competency while being conscious that not every expression will apply to every situation. Along with grammatical correctness, politeness, requests, prayers, and commands are crucial factors in determining the context of a speech. The social component of the communication is greatly completed by pitch and tone. A learner who is communicatively competent moves from grammatical accuracy to social compatibility. The student must acquire the linguistic skills necessary for various relationships and contexts. As a result, learning a language involves a continuous transition from form to function and back again. When William Littlewood states that Communicative Language training must pay systematic attention to both functional and structural components of language, he effectively summarizes the issue. It is quite challenging to characterize the communicative English teaching methodology from a technical standpoint. There were up to eight different

language education paradigms in the eight years between 1975 and 1983, all of which claimed to be communicative. All of these strategies reasonably concur at the level of learning theory. There are considerable variances in the curriculum and teaching methods. A list of characteristics of the communicative perspective of language was compiled by Richards and Rodgers. Everyone agrees that language serves as a mechanism for expressing meaning in a particular situation. Introduction and interaction are seen as language's main purposes. The main components of a language include not just its syntactic and semantic elements, but also its classifications of functional and communicative meaning, as demonstrated in speech.

In conclusion, there is a wide range of Communicative Language Teaching education. The approach builds on the direct method's emphasis on oral proficiency and moves on to the Hymesian notion of language as the functional demand. CLT had to go far to arrive at its current state. CLT has altered over time to become better suited to the demands of relevant to professional requirements as needs and requirements have evolved. It has become more significant in our country as well. But regrettably, the success rate for communicative courses in universities and colleges is not very encouraging, particularly in rural areas. If contemporary Indian experts pay more attention to providing proper training in Communicative English Teaching, India will genuinely shine.

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