ENHANCING LSRW SKILLS THROUGH COMMUNICATIVE LANGUAGE TEACHING

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ABSTRACT

Communicative language teaching emphasizes real-world communication and interaction, making it a valuable frame work for developing these language skills. Communicative language teaching prioritizes the language for meaningful communication rather than focusing solely on grammar, rules or accuracy. Students are encouraged to be actively involved in the learning Process with the teacher acting as a facilitator and guide communicating language teaching recognizes that four language skills are inter connected and that developing one skill cane enhance the others. The teacher plays a crucial role as he has to set up the activities in which the communication actually happened. This communication language, teaching highly relevant in in tough teaching world.

Key words: Communication, real-world, accuracy, facilitator. Skills

Need of the Study:-

Enhancing LSRW Skills through communication language skills in vital for effective Communication and overall language proficiency. The need for such an increasing importance of Communicative Competence in variouseducations, aspects of life, including social integrations professional settings and so This Study can highlight-the effectiveness of communicative approaches in improving LSRW Skills. Ultimately leading to more confident and proficient language users.

Objectives of the study

a)   Enhancing LSRW Skills through communicative language focuses on developing language teaching focuses practical communication abilities in a real-world content. This approach emphasizesActive engagement, feedback and the integration of all four Skills, leading to improved fluency, confidence and overall communicative competence.

b)   Prioritize the ability to use language effectively in venous situations, rather than solely focusing on grammatized accuracy

c)   (e) They aim to develop communicative Competence, which Includes the ability to understand, interpret and express oneself in a meaningful way.

Scope of the Study

Communication language teaching extends beyond the classroom, aiming to connect language learning with real-world situations and experience This helps learners develop mox holistic understanding & the language and how it can be used to achieve their personal and professional goals Communicativelanguage teaching approach to in a powerful that focuses on communication, integration Authentic language use and the integration of all your LSRW Skills/ By embracing these principles teacher's can create dynamic and engaging environment that helps Students develop the language & Skills they need to succeed in the real World.

Data collection for the purpose of the present study data has been Challenge collected from review of researchers, journals, websites and also internet.

Introduction:

With the advent of information technology the need for good communication skills in English is ever-growing. It is also creating a huge demand for the teaching of English language in this global village. Due to this, the learning of English language has become a prerequisite qualification for every 21" century man who would like to improve their English language and get command over it.

Teaching should be learner cantered and task oriented rather than teacher centered methods. If the students do not use the language they cannot learn the language. The only way to develop communication skills is through practice. So it is necessary to create a suitable environment in the classrooms to develop communication skills.

At present communicative language teaching is one of the most suited and most popular method to reach English language to learners. It promotes learning by making the students

more active, more involved and more responsible. In this methodology the student talk time is more and the teacher role becomes more of a facilitator. The language is taught through task based activities to make the students communicatively competent.

Communicative language teaching is used not only to improve the oral skills of a learner but it can be used even to improve the other skills like listening, reading and writing. In fact, it puts great emphasis on listening which implies an activity to understand other skills. Unlike the audio-lingual method of language teaching, which relies on repetition and drills, it leaves the learners in suspense to the outcome of a class exercise, which will vary according to their reactions and responses.

Communicative approach heartens the judicious use of the language and exchange of knowledge and therefore broadens the thinking faculty of the learners to strengthen their expression. Communicative activity enlightens students responsibility in the participation of a performance in the class. It in largely done through speech and therefore students raise of voice to make it audible to every presenter in the classroom. Because of the increased responsibility to participate, students may feel that they gain confidence in using the target language in general. They also feel that they are more responsible manager of their own learning (Larsen Freeman 1986)

Obviously, learner is the leading light in learning process and fruits of learning are witnessed when the process of learning is not felt as a onerous activity. The learners feel thrilled to participate in the activities that are set by the teachers, which they usually encounter in their regular life. This is the method, through which, many of their doubts regarding facing certain situations are classified students feel contented because their communication problems, which make them embarrassed are solved. The teacher continues to create more and more real life situations in the classroom and train the students to make themselves affiable through spoken language and communicative language.

Another note worthy attribute of CLT "its learner cantered and experience based teaching". In the CLT class the teachers, along with the students are managers of learning. The teacher does not play the role of a dictator, orator, administrator or ruler but an organizer, facilitator and enlightener and saviour, therefore the students feel relaxed and confident and learning under such circumstances gains momentum.

In the classroom, the teacher sets different tasks and activities to encourage the students to communicate in English using the language they have already learnt. For example, they exchange information, discuss and solve problems in pairs or groups. Sometimes students struggle to understand and be understood, but this is part of the learning process. The teacher does not always correct mistakes.

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The learners who have little exposure to speaking will feel free and enthusiastic to express themselves in the target language. They develop real communication skills as they are allowed to speak about their own ideas, opinions and real life situations. It helps them to become more accurate and fluent in English. Pair and group work are some of the teaching learning techniques often used extensively in communicative language teaching.

Pair work and group work allows all students to practice language and to actively participate. It involves the whole class working separately in pairs or small groups. It teaches students to helps each other with their learning. As penny ur states.

A word about the activities which the teacher may conduct in the classroom to improve the communication skills of the learners. One of the goals of communicative language teaching is to develop fluency in language use. It can be developed by creating classroom activities in which students must negotiate meaning, use communication strategies, correct misunderstandings, and work to avoid communication break downs.

Activities focusing on fluency reflect natural use of language, focus on achieving communication, require meaningful use of language, require the use of communication strategies, produce language that may not be predictable, and seek to link language use to context, while activities focusing on accuracy reflect classroom use of language focus on the formation of correct examples of language, practice language out of context practice small samples of language, do not require meaningful communication.

The tasks which improve the learners fluency and accuracy of the language.

Role Play: A group of students of mixed language ability carry out a role play in which they have to adopt specified roles and personalities provided for them on cue cards. These roles involve the drivers, witnesses and the police at a collision between two cars. The language is entirely improvised by the students, though they use heavily constrained by the specified situation and characters.

Dialogues: Students should involve themselves in conversation and practice dialogues. The dialogues may contain examples of falling intonation in wh-questions. The class is organized in groups and each group consisting of three, two students practicing the dialogue, and the third, who is rather good at English, playing the role of monitor. The monitor checks that the others are using the correct intonation pattern and corrects them where necessary. The students rotate their roles between those speaking the dialogue and those monitoring. The teacher moves around listening the groups and correcting their language where necessary. While organizing such activities teachers recommend the learners to use a balance of fluency activities and accuracy and to use accuracy activities to support fluency activities. For example, based on Students performance on a fluency task, the teacher could assign accuracy

work to deal with grammatical or pronunciation problems the teacher observes while students were carrying out the task.

Jigsaw activities: Jigsaw activities are also based on the information-gap principle. Typically the class is divided into groups and each group has part of the information needed to complete an activity. The class must fit the pieces together to complete the whole. In doing so, they must use their language resources to communicate meaningfully and take part in meaningful communication practice.

Examples:-

a)   The teacher takes a narrative and divides it into twenty sections (or as many sections as there are students in the class) each student gets one section of the story. Students must then move around the class and by listening to each section read aloud, decide where in the story their section belongs. Eventually the students have to put the entire story together in the correct sequence.

b)   The teacher prepares three different listening tasks, one focusing on each of the three speaker's points of view. Students are divided into three groups and each group listens and taken notes on of the three speakers opinions students are then rearranged into groups containing a student from groups A,B and C. They now role-play the discussion using the information they obtained.

Task completion activities like puzzles, games, map-reading and information gathering and sharing activities such as student conducted surveys interviews etc. are some other activities which can be used in communicative language teaching. Through these activities, it is believed that the learners will obtain several benefits like learning from hearing the language used by other members of the group, producing a greater amount of language.

Key Benefits of CLT

1.   Improved Communication Skills:

CLT emphasizes authentic communication, enabling learners to develop effective LSRW skills.

2.   Increased Learner Engagement:

CLT promotes learner-centered activities, encouraging active participation and motivation.

3.   Development of Fluency and Accuracy:

CLT helps learners develop both fluency and accuracy in language use.

Effective CLT Strategies

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1. Task-Based Learning:

Using real-life tasks to promote authentic communication and language use.

2. Role-Play:

Simulating real-life scenarios to develop speaking and listening skills.

3. Group Discussions:

Encouraging critical thinking, problem-solving, and communication among learners.

4. Authentic Materials:

Using real-life materials, such as videos, podcasts, and articles, to promote language learning.

Strategies to Overcome Challenges

1. Clear instructions and goals

Establish clear expectations and objectives for group work.

2. Defined roles and responsibilities

Assign specific roles to ensure participation and accountability.

3. Regular feedback and monitoring

Provide ongoing feedback and support to groups.

4. Culturally sensitive grouping

Consider learners' cultural backgrounds when forming groups.

5. Flexible grouping strategies

Use various grouping strategies (e.g., random, interest-based) to promote diversity and inclusivity.

6. Teacher support

Provide ongoing support and training for teachers.

7. Face-to-face interaction

Regular face-to-face interaction enhances speaking, listening, and communication skills.

Enhancing LSRW Skills through Communicative Language Teaching

Literature Review

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LSRW Skills Development

• **Listening:**

CLT promotes listening comprehension through authentic materials and tasks.

• **Speaking**:

CLT encourages learners to engage in meaningful interactions, developing their speaking skills.

• **Reading:**

CLT uses authentic texts and tasks to promote reading comprehension and critical thinking.

• **Writing:**

CLT encourages learners to write for real purposes, developing their writing skills.

Research Findings:

1.   Studies have shown that CLT is effective in enhancing learners' LSRW skills and promoting communicative competence.

2.   CLT has been successfully applied in various contexts, including English as a foreign language (EFL) settings.

Implications for Language Teaching

1.   Language teachers should focus on creating authentic learning environments that promote CLT.

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2.   Teachers should use a variety of CLT strategies, such as task-based learning and role plays, to engage learners and develop their LSRW skills.

 CLT can be an effective approach to language teaching, preparing learners for real-life communication

Discussion:

Challenges & solutions in implementing Communicative Language Teaching to enhance LSRW skills:

1.   Teacher training:

Teachers may need training to effectively implement CLT and design communicative activities.

2.   Classroom management:

Managing classroom dynamics and ensuring learner participation can be challenging.

3.   Assessment:

Assessing communicative competence and LSRW skills can be complex.

4.   Learner resistance:

Learners may resist CLT due to familiarity with traditional teaching methods.

5.   Limited resources:

Limited resources such as technology or materials can hinder CLT implementation.

Solutions

Professional development: provide ongoing training and support for teachers to develop CLT skills.

Clear instructions: provide clear instructions and expectations for learners.

Authentic materials: use authentic materials and real-life scenarios to promote communicative language use.

Flexible assessment: use a variety of assessment methods such as portfolios and presentations to evaluate communicative competence.

Learner engagement: encourage learner engagement and participation through interactive activities and tasks.

Best Practices

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Learner cantered: Design CLT activities that cater to learners' needs and interests.

Focus on communication: Emphasize communication and meaningful interaction in CLT activities.

Flexibility: Be flexible and adapt CLT activities to meet learners' needs.

Conclusion

To conclude, one may say that the communicative language teaching is universally appropriate and benefits the students in a variety of ways by improving their knowledge on vocabulary, structures and functions as well as strategies to enable them to interact successfully in the target language. The teacher plays a crucial role is it as he has set up the activities in which the communication actually happens. A noteworthy attribute of CLT is it is learner-cantered and experience based teaching. Thus, we can say that the approach is more relevance in this highly tough teaching world and offer a lot to the EFL teacher.

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