

THE SIGNIFICANCE OF COMMUNICATIVE LANGUAGE TEACHING FOR UG STUDENTS- AN ANALYSIS

Reference ID (Referred by) IIPER1675070510

**1. Mrs. V. Alekhya (PhD)
Principal
Narayana Group of Institution
Sangareddy Branch
Research Scholar, SR University,
Ananth Sagar, Hasanparthy, Warangal Urban
Telangana
Mail Id: alekhyaku2017@gmail.com Ph. No. 8008290987**

**2. Mrs. S. Sita Mahalakshmi(PhD)
Asst. Professor
MNR College of Engineering & Technology
MNR Nagar, Fasalwadi
Sangaraddy, Telangana
Research Scholar, KLEF, Vaddeswaram, Guntur, India.
Mail Id: mahalakshmi5618@gmail.com, Ph. No: 9440362767**

Abstract:

Language is a fundamental tool for human communication, and its importance in education cannot be overstated. In today's globalized world, effective communication skills are essential for success in various personal, academic, and professional endeavors. For undergraduate (UG) students, the ability to communicate effectively in a second language is becoming increasingly important due to the growing interconnectedness of cultures, economies, and academic disciplines. Communicative Language Teaching (CLT) has emerged as a significant pedagogical approach that emphasizes the development of communicative competence in language learners. This essay explores the significance of CLT for UG students, focusing on its impact on language acquisition, cognitive development, cultural awareness, and future career prospects.

Communicative language teaching, or CLT, has gained popularity in recent years in classrooms all around the world, with students of different ages and skill levels. The CLT method begins by taking into account what individuals actually do with the language outside of the classroom. People use language every day to express desires, provide and seek permission, exchange information, and a wide range of other things. In other words, they converse through language. Giving pupils the abilities they need to speak effectively in English is the goal of communicative language teaching.

Key words: Language, Communication, Emphasize, Acquisition, Culture.

Meaningful Communication:

We must make sure that the interactions are dependent on meaningful communication in order for them to be productive. In order to mimic communication exchanges in the actual world, each pair work and group work job is created with a specific aim in mind. This true purpose can involve a student sharing facts about their own life that another student is unaware of, including details about their family or their personal beliefs on a topic. Additionally, it can include separating the pupils' knowledge, which calls for the application of various communication techniques. Let's look at a few examples that exhibit meaningful communication at various English proficiency levels.

Interaction of Student & Teacher:

Similar to many other classrooms, the CLT classroom occasionally involves the teacher speaking to the entire group of pupils while the latter listen or react to the teacher's inquiries, especially when the teacher is elaborating on a linguistic concept. The foundation of CLT is the notion that the majority of the interaction that teachers need to give for their pupils should be classroom activities that demand and build communication skills. In particular, role plays, pair work, and group work exercises are used in CLT. These interactions have a number of significant advantages.

Students typically find these types of engagement inspiring and engaging, which is one advantage. Pair and group projects offer chances to concentrate more on fluency and focusing on substance more than correctness, which frequently enables students to talk more freely than when they are required to answer directly to the teacher's questions in front of the entire class. These exchanges give communication skills practice in a more secure environment. The teacher has a crucial role to play in this situation, making sure that students don't concentrate too much on form when completing tasks and redirecting their attention back to the interaction's content rather than on correcting one other's grammar.

Features of Communicative Approach:

Better time management is a further advantage. When students are separated into pairs or groups and given a task to complete simultaneously by each pair or group, it is a considerably more efficient way to teach. The technique of teaching communicative languages incorporates reading, writing, and speaking, among other elements. A teacher might, for instance, instruct pupils to watch a movie and then write a one- to two-sentence review of the video on the board afterwards. Following that, students will read each other's comments and share their reactions to the video. This makes it possible to practice numerous skills at once, which improves a student's capacity for efficient interpersonal communication.

Additionally, CLT incorporates groups or pairs for tasks, fostering collaboration in the language-learning setting. Students can learn, practice, and master content without feeling alone while learning a new language by working in groups or couples. When students collaborate, they frequently feel more at ease working on their fluency than on their grammatical errors. Through collaboration, where students may share knowledge and work together, this makes sure that pupils are on the path to mastering the new language.

Equipment and resources are also used in the communicative method for a personalized learning strategy. Because every student learns differently and has various interests, teachers may better fulfill the requirements of each of their students by using CLT to individualize learning. Students may enjoy discussing sports or popular culture, for instance, so the teacher may ask them to do so through a variety of activities, including role-playing real-life scenarios, group discussions, or pair discussions, among other different activities that promote cooperation.

Language Acquisition and CLT:

Communicative Language Teaching (CLT) is an approach to language teaching that places communication at the core of language learning. Unlike traditional methods that often focused on rote memorization and grammar drills, CLT encourages students to use language for real-life purposes. This approach reflects the way people naturally acquire their first language – through interaction, context, and meaningful communication. CLT fosters the development of all language skills – speaking, listening, reading, and writing – in an integrated manner. For UG students, who are often at the stage of formal language education, CLT provides an opportunity to engage with language authentically, enabling them to develop practical language skills that can be applied in various contexts.

Cognitive Development and Critical Thinking:

CLT not only enhances language acquisition but also promotes cognitive development and critical thinking skills. UG students engaged in communicative language activities are required to think analytically, creatively, and contextually. For instance, participating in debates, discussions, and collaborative projects necessitates the ability to analyze information, formulate arguments, and express ideas clearly. These cognitive demands foster intellectual growth, helping UG students become more agile thinkers who can adapt to different situations and perspectives.

Furthermore, CLT often involves problem-solving tasks that require students to negotiate meaning, make decisions, and apply knowledge in real-life scenarios. These activities stimulate higher-order thinking skills and encourage students to approach language learning as a dynamic, interactive process. As UG students engage in such tasks, they become more self-aware learners who can identify their strengths and areas for improvement, contributing to their overall cognitive development.

Cultural Awareness and Intercultural Competence:

Language is a powerful vehicle for culture, and learning a new language opens doors to understanding different ways of life, beliefs, and values. CLT inherently exposes UG students to diverse cultural contexts and encourages them to explore and appreciate these differences. Through authentic communication tasks, students are not only practicing language but also gaining insights into the social and cultural norms of the target language community.

By engaging in role-plays, simulations, and cross-cultural discussions, UG students develop intercultural competence – the ability to navigate and communicate effectively in multicultural settings. This skill is invaluable in a globalized world where individuals interact with people from various cultural backgrounds. UG students who are proficient in a second

language through CLT are better equipped to understand and respect cultural differences, fostering greater empathy and open-mindedness.

Future Career Prospects:

In today's competitive job market, possessing strong communication skills is a key differentiator. UG students who have undergone CLT-based language education have a distinct advantage in the professional world. Many careers require employees to interact with clients, colleagues, or partners from different linguistic and cultural backgrounds. Proficiency in a second language, gained through CLT, enhances employability and widens career opportunities.

Moreover, CLT equips UG students with transferable skills that are highly valued in the workplace. The ability to communicate clearly, collaborate effectively, and adapt to changing circumstances are qualities that employers seek in prospective hires. UG students who have engaged in CLT are more likely to possess these skills, making them well-rounded individuals who can excel in various roles and industries.

Challenges and Considerations:

While the significance of CLT for UG students is evident, implementing this approach comes with challenges that educators and institutions must address. CLT requires a shift in teaching methodologies, which can be met with resistance from both teachers and students accustomed to traditional practices. Additionally, resources such as qualified instructors, authentic materials, and appropriate technology may be limited, impacting the successful implementation of CLT.

Furthermore, assessment methods must align with the communicative nature of CLT. Traditional tests that focus solely on grammar and vocabulary may not accurately measure students' communicative competence. Developing valid and reliable assessment tools that capture the multifaceted aspects of language proficiency under CLT is essential.

Conclusion:

In conclusion, Communicative Language Teaching holds immense significance for undergraduate students in today's interconnected world. Through its emphasis on communication, CLT enhances language acquisition, cognitive development, cultural awareness, and future career prospects. UG students who engage in CLT-based language education are equipped with practical language skills, critical thinking abilities, intercultural competence, and a competitive edge in the job market. While challenges exist, the benefits of CLT far outweigh the obstacles. By embracing CLT, educators empower UG students to become effective communicators, culturally sensitive individuals, and successful professionals prepared for the challenges of a globalized society.

References:

Chapter 9 of Techniques and Principles in Language Teaching, Third Edition by Diane Larsen-Freeman and Marti Anderson (Oxford University Press, 2011).

How Languages are Learned, 2nd Edn., by Patsy M. Lightbown and Nina Spada (Oxford University Press, 1999), pp. 91–101.

Pages. 60–63 in Scott Thornbury, 30 Language Teaching Methods, Cambridge University Press, 2017.

A. Baugh (1993). An English language timeline. Prentice-Hall, Englewood Cliffs, New Jersey.

N. Chomsky (1965). elements of syntactic theory. Massachusetts Institute of Technology Press, Cambridge, MA.

N. Chomsky (1984). methods to the study of the mind that are modular. California: State University Press, San Diego.

N. Chomsky (1993). thought and language. Moyer Bell, Wakefield, RI.

Silva Da Cintra, C., and R. A. Bittencourt (2015). Computer engineering PBL teaching: An interpretative phenomenological an
