

The Implementation Of Clt In Delhi: Analysing The Complexities

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ABSTRACT

In Delhi Schools, whereby the use of CLT as a means of instruction for demonstrating English is fairly new, the current research looks at the challenges faced in implementing Communicative Language Teaching (CLT). The article commences with a succinct historical account of Communicative Language Teaching (CLT), subsequently expounding upon its defining attributes and purposes. Subsequently, the present study examines the functions of educators and students, in addition to instructional practices, within the framework of “Communicative Language Teaching” (CLT). Subsequently, the text explores the obstacles that impede the implementation of “Communicative Language Teaching” (CLT) in certain nations across the globe, as well as the efforts to introduce CLT. The preceding research indicates that the implementation of CLT in Delhi is hindered by significant obstacles, including but not limited to Large class numbers, educational and evaluation inconsistencies, cultural insensitivity, insufficient preparation, and unfavourable socioeconomic background. The researchers' recommendations for addressing the aforementioned challenges are illuminated by the aforementioned text. Ultimately, the paper culminates by presenting implications for future research endeavors aimed at investigating the methods of implementing “Communicative Language Teaching” (CLT) in the context of expansive classrooms situated in Delhi.

Keywords: Communicative, Language Teaching, spoken language, English.

INTRODUCTION

The Communicative Language Teaching (CLT) approach comprises a collection of concepts that relate to vocabulary acquisition objectives, effective learning-promoting teaching methods, and the functions and responsibilities of teachers as well as pupils in educational settings (Richards, 2006). According to Savignon's (2007) argument, it would not be suitable to refer to CLT as a teaching "method" in the traditional sense of the term as it was utilized in the 20th century. The approach of CLT recognizes language as being intertwined with both individual identity and social behavior (217). While the concepts of Communicative Language Teaching (CLT) have been in existence globally for some time, they are still considered novel in the context of Delhi. The government of Delhi implemented CLT for English language instruction from the sixth grade to twelfth grade, having the goal of improving students' communication competence. This initiative has been documented in studies conducted by Rahman et. al. (2015) and Shurovi (2014).

RESEARCH BACKGROUND

The origins of CLT can be Beginning in the latter half of the 1960s, the adaption of the British language-learning customary, as noted by Richards et. al. (1986). Richards et. al. (1986) state that prior to that time, Situational Language Teaching was the predominant British methodology for instructing English as a second language (p. 64). The approach prioritized the fundamental structures within contextually relevant activities. Nevertheless, British scholars in the field of linguistics contested the theoretical foundations of Situational Language Teaching, which were purportedly Noam Chomsky, also known as an American linguist, had an effect. (Richards et. al. 1986, p. 64). According to Richards et.al. (1986), D. A. Wilkins proposed a interpersonal or utilitarian interpretation of the language that can serve as the foundation for developing interactive language school curricula (p. 65). Theoretically, Wilkins alongside other British applied linguistics researchers advocated the communication or operational methodology for teaching languages, was coined as the "Communicative Approach" or "Communicative Language Teaching", Richards et. al. (1986, p. 65). The "Communicative Language Teaching" (CLT) approach arose as a response to "Situational Language Teaching" (SLT) and was subsequently refined by

numerous scholars and experts in the field, including Dell Hymes. In 1972, Hymes presented a counterargument to Chomsky's theory and introduced the concept of "communicative competence" as a means of distinguishing a communicative perspective on language from Chomsky's competence theory (Richards et. al. 1986, p. 69). According to Richards et. al. (1986), Hymes' Theory regarding communication skills provides a comprehensive definition of the knowledge that a speaker must possess to achieve communicative competence within a given speech community (p. 70). Hymes (1972) underscored the significance of not only possessing linguistic knowledge, but also possessing the aptitude to effectively utilize language in the context of communication. Consequently, numerous linguists and researchers have contributed to the development of the Central Limit Theory subsequent to its inception.

The present discourse aims to expound upon the salient attributes of Communicative Language Teaching (CLT). There exist specific characteristic features that are associated with Communicative Language Teaching (CLT). According to Littlewood (1981), a significant distinguishing feature of CLT is its systematic focus on both Language's both its structural and functional elements, which are integrated to form a more comprehensive communicative perspective (p. 1). Proponents of "Communicative Language Teaching" (CLT) suggest that it is insufficient to solely instruct learners on the grammar of the intended languages. Instead, they propose that learners should engage in meaningful communication using the target language in order to cultivate their communicative competence. According to Larsen-Freeman (2000), a prominent feature of CLT is its emphasis on communication, as nearly all activities are carried out with the intention of promoting communicative competence (p. 129). As per her assertion, the communicative perspective to country learning and schooling holds that the primary purpose of learning a foreign tongue is to improve ability to communicate and to effectively utilize the language within a specific societal milieu. The distinguishing attributes of Communicative Language Teaching (CLT) are distinct from those of preceding language teaching methodologies.

According to recent statements by the Indian Ministry of Education, proficiency in this language is deemed essential for academic success at all levels of education. As such, it has been made a mandatory subject for students to pass. The development of spoken interaction is considered a crucial aspect of language acquisition, as it is a productive skill that enables learning how to speak successfully in everyday circumstances. The study encompasses various crucial elements, including communication efficacy, intonation, grammar, and vocabulary. The incorporation of these elements into language learning curricula is essential in order to equip pupils who possess the required language proficiency in their chosen language.

The enhancement of English language proficiency in Delhi could increase their employability. The increasing trend of companies operating beyond their local borders, both domestically and internationally, highlights the importance of English proficiency for effective communication with stakeholders. Proficiency in the English language involves more than just basic understanding and usage. A person's capacity to communicate successfully in English may be greatly impacted by advanced grammatical structure, natural grammar, and proper awareness and registers.

A variety of interpersonal behaviours may be used to teach using the IPA to learn English like another tongue "Communicative Language Teaching" (CLT) method. As put forward by Nunan in 1991, the method to teaching languages other than English emphasises conversation as the main avenue and eventual objective of acquiring a language. The method in issue is often known as the "Communicative Approach." The implementation of CLT has been observed on a global scale, with a particular emphasis on countries where English is not the primary language. The importance of communication in the target language has been recognized since earlier times. During the skill preparation phase, it is recommended to repeat the same form of speaking exercise multiple times. According to Yu (2001), there is a need to increase the activity standards in CLT in order to enhance the students' proficiency. The incorporation of task-based learning elements in CLT was suggested to ensure a focus on meaning. Emphasis was placed on the task assigned to

students rather than solely on the language necessary to accomplish it, according to Nunan (1987).

According to Ellis (2003), instructional materials often manifested in various forms, including project handbooks, Teleprompters, activities guide, tools for group work, and pupil involvement publications. In earlier research, Brown et al. (1983), the growth of competence in communicating requires the promotion of spoken language and basic communicative skills through English interaction, prior to the acquisition of more complex language proficiency. In order to address English language training in middle and high schools has as an educational goal, a teacher utilizing the Communicative Language Teaching (CLT) approach shared her interactions aimed at improving oral skills to improve students' communication abilities.

THE ROLE OF STUDENT AND TEACHERS IN CLT

Richards et. al. (1986) posit that in the context of "Communicative Language Teaching" (CLT), teachers undertake additional roles such as group procedure, an analysis of needs analysts, they might and a counsellor manager (p. 77). It is imperative for the instructor of the "Communicative Language Teaching" (CLT) approach to possess the ability to identify and address the linguistic requirements of their students. In the role of a counselor, a CLT teacher is tasked with the responsibility of aiding learners in the effective communication of ideas through the provision of guidance, constructive criticism, and encouragement. In addition, it is imperative for CLT instructors to possess the ability to effectively structure the learning environment as a conducive space for interpersonal exchange and interactive tasks. According to Larsen-Freeman (2000), in the "Communicative Language Teaching" (CLT) approach, When compared less important in comparison to an instructional approach is an instructor's involvement. Ahmed (2014) posits that in the context of "Communicative Language Teaching" (CLT), the teacher assumes the role of a facilitator rather than a sole purveyor of knowledge (p. 3). Consequently, the functions of the instructor in the context of "Communicative Language Teaching" (CLT) diverge from those of a conventional language teacher, and these functions are among the most pivotal elements in the effective execution of CLT in any given setting.

As per Larsen-Freeman's (2000) assertion, individuals who engage in communicative language teaching (CLT) are regarded as "communicators" (p.129). According to her statement, individuals who engage in communicative language teaching (CLT) exhibit greater accountability towards managing their own learning (p. 129). The responsibility for facilitating interaction among learners lies with the learners themselves. In the context of "Communicative Language Teaching" (CLT), it is recommended that learners consistently avail themselves of opportunities to express their thoughts and viewpoints. The statement suggests that in the context of "Communicative Language Teaching" (CLT), the emphasis is placed on prioritizing the engagement of learners. In the event that learners in a language classroom lack engagement, the process of learning may not occur. Hence, individuals who are acquiring knowledge are not simply inactive recipients of information; rather, they are engaged contributors within a communicative language teaching (CLT) educational setting.

DIFFICULTIES IN INTRODUCING CLT IN INDIA

According to Daisy's (2012) observations, there exist several states in India, particularly those located in the northern region, where the implementation of "Communicative Language Teaching" (CLT) is still encountering obstacles (p. 258). The individual has made a claim that the general state of teaching English in these regions is a source of frustration, and that students lack proficiency in English communication. According to Daisy's (2012) research, the current syllabi fail to align with the goals of "Communicative Language Teaching" (CLT). Consequently, she has proposed the revision of current syllabi and the reorganization of future ones through the implementation of a "communicative language teaching" (CLT) methodology.

CONCLUSION

Although principles aren't intriguing in a global context, they hold significance in Delhi's teaching and learning environment. Furthermore, it is noteworthy that none of the prior scholars in India have addressed the aforementioned aspects in their respective investigations. Exploring the potential adaptation concepts to the context of Communicative Language Teaching (CLT) to optimize its

effectiveness in large classrooms in Delhi would be a valuable pursuit. The application of concepts in conjunction with “Communicative Language Teaching” (CLT) has the potential to assist English educators in Delhi in addressing numerous obstacles associated with the implementation of CLT within their expansive classroom settings.

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