# Foundations And Problems Of Communicative Language Teaching

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*Abstract: The purpose of this study is to investigate the impact of introducing Communicative Language Teaching (CLT). Furthermore, it investigates and discusses the theoretical foundations of CLT based on the current theories of communicative competence, as well as identifying CLT's practical obstacles that most often persist in second/foreign language teaching and learning environments. Some activities currently exist between the theoretical basis of CLT on one aspect of as well as how it is applied in educational environments on the other.*

**Keywords — Communicative Language Teaching (CLT), Grammar-Translation, Audio-Lingual Methods, role-playing, conversations, problem-solving exercises, comprehension, time restrictions, evaluation, teacher training.**

Communicative Language Teaching (CLT) is an instructional approach of language teaching with an emphasis on facilitating the growth of communicative competence in the target language. It focuses on by employing authentic and relevant language challenges to facilitate language learning in real-world settings. CLT emerged from a hole left by discontent with the Grammar-Translation and Audio-Lingual Methods, and it is indisputable that it dominates the current arena of English Language Teaching (ELT). Although past methods were effective in teaching students to develop accurate models of English, they were unable to help them generate fluent, spontaneous, native-like speech (Hall, 2011, p. 93). The primary goal of communicative language education approaches is to train students to be confident communicators in many real-life circumstances, through repetitive speech practices and student-student interaction. In CLT, communication is both the goal and the means of teaching. While CLT has gained popularity and is widely practiced in many language classes, it does have its foundations and accompanying challenges.

CLT is built on the concept of communicative competence, which refers to the ability to utilize language effectively in a variety of contexts. CLT makes an effort to improve learners' ability to communicate meaningfully rather than simply focusing on grammatical precision. It stresses the use of authentic language, which mimics how native speakers use the language in real-world circumstances. Learners are encouraged to participate in meaningful communication tasks such as role-playing, conversations, and problem-solving exercises. Apart from that, CLT encourages learner autonomy and active involvement. Children and adolescents are encouraged to take responsibility for their own learning and participate in communication activities that are in line with their needs and interests. Before engaging in communicative activities, teachers might pre-teach specific language points related to the activity. This could include teaching new

vocabulary, clarifying grammatical structures, or showing examples of language use. By offering explicit teaching ahead of time, learners can have a better comprehension of the language they will encounter throughout the communicative task. Create activities that directly target certain language qualities in a communicative context. For example, you may design activities that focus on a specific grammatical structure or vocabulary list. These activities can take the shape of gap filling exercises, sentence transformations, or guided practice assignments. This enables learners to practice and reinforce language structures in an organized way. Teachers can address students' errors both during and after communicative activities. This might consist of delivering instant feedback on speech pronunciation, vocabulary, grammatical structures, as well as conversation proper order. Correcting errors helps learners agree that and internalize the correct language forms, resulting in increased accuracy over time. Allow time for explicit discussions about language use in the context of the communicative task. Encourage college students to look over and reflect on the language that they used throughout the project. This can include reviewing grammar rules, experimenting with language, or investigating discourse tactics. Engaging in metalinguistic talks deepens learners' grasp of language structures, which they might employ in future communicative exchanges. The show and model target language structures and expressions before or during communicative activities. Serve as learners' examples of actual language use, such as proper pronunciation, intonation, and sentence structure. Teaching by example helps learners absorb appropriate language use and serves as a reference point for their own creation. Incorporate explicit training in the various language abilities (reading, writing, listening, speaking) in a balanced manner. For example, shortly after completing a communicative saying things activity, first set aside some time to do focused written instruction that further reinforces the target structures of speech or terminology employed in the speaking assignment. This integrated method

allows students to practice language forms in a variety of circumstances, which strengthens their knowledge. Although there are many benefits of utilizing CLT, here are some drawbacks: CLT has been criticized for failing to teach grammatical structures and vocabulary explicitly. Some claim that without an appropriate concentration on form, students may develop conversational abilities but struggle with precision and ease of use. It sometimes includes extensive and involved exercises, which can include pair or group work, which might reduce the amount of time learners have for singular daily life. This can be difficult for learners who need more systematic practice and repetition to internalize language structures. Evaluating communicative competence can be difficult. Traditional evaluation approaches, such as grammar tests, may not accurately capture learners' capacity to communicate in real-life scenarios. It may turn out a challenge to come up with of importance as well as accurate instruments for assessment the fact that are committed to CLT the fundamentals. The implementation of CLT call for teachers with adequate training and she are familiar with the method places creative concepts and procedures. However, delivering comprehensive teacher training and guaranteeing adequate resource availability can be a considerable difficulty in many educational settings. CLT may not be relevant in all cultural and language circumstances. The emphasis on real communication could be inconsistent according to specific norms of culture and desired outcomes. Adapting CLT to correspond with the requirements and cultural backgrounds of learners can be a difficult task. While CLT is founded on communicative competence and real language usage, it also faces obstacles relating to form-focused instruction, time restrictions, evaluation, teacher training, and cultural/contextual factors. Addressing these issues necessitates a balanced strategy that combines communicative activities and explicit instruction while taking into account learners' various requirements. Based on the preceding arguments, it is clear that, despite the obvious advantages of using a communicative approach. While CLT has enjoyed decades of prominence in language schools, it appears that its time in the spotlight may be coming to an end. Teaching (CLT) learning approach significantly improves students' spoken communication skills. The study's findings add to the expanding body of evidence demonstrating the value and efficacy of CLT in developing students' spoken language abilities. Professional educators and instructors of language are able to depend on the CLT picking up paradigm in order to encourage the improvement of the abilities of learners to communicate in real-world settings. Nevertheless, a closer inspection as well as contrast between the outcomes reveals an acceptable disparity between the amount of development between the the two different groups of individuals. More specifically, the group that is more outgoing the course focuses on a more obvious improvement in speaking skills than the an introvert classroom.

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