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22. Analytical Exploration of Concerns about Communicative Language Teaching (CLT) Approach

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Abstract

Communicative language teaching has revolutionized the way in which English is being taught in Indian classrooms, but still there are some concerns regarding CLT. The current research uses survey method and Interview Schedule to explore these concerns among 100 English language teachers. The analysis provided a classification of the concerns into four major categories; concerns over the problems inherent in English teaching, desire for changes in English teaching, understanding of CLT and its potential for English teaching, and finally difficulties and challenges in implementing CLT which were further related to Difficulties Caused by the Teacher, Difficulties and Challenges Related to Student, Difficulties and Challenges Related to the Educational System and CLT-Related Difficulties and Challenges.

Key Words:- Communicative Language Teaching (CLT), Analytical exploration, Concerns, Classification.

Introduction

Good communication in English language has always been a much wanted quality among people in India. This has in turn led to a great importance being attached to the effective teaching of English Language. A number of teaching methods and techniques developed as a result. Communicative Method of teaching English was one of the most popular among them. It was adopted widely in schools in India as a predominant method of teaching English as a Second / Third / foreign language. Moreover the school textbooks were also designed according to the communicative method. The Communicative method focused mainly on the development of the four basic skills of English language learning i.e., Listening, Speaking/Talking, Reading and Writing. A large number of teachers today when asked to identify the method of teaching used by them for teaching English language, will affirm that they use "The Communicative Approach", but when asked to explain, the concepts of the communicative approach seemed to be unclear.

analyse issues in using Communicative Language Teaching (CLT) Approach In English Language

Data Collection Tool

Interview Schedule for the teachers on issues in using CLT Approach. An Interview Schedule was used to analyse the issues faced by teachers in using Communicative Language Teaching (CLT) approach in teaching of English. The Interview Schedule was standardized through validation by the experts and Pilot Testing. The design of the Interview Schedule composed of four main parts. The responses were based on a 4-point scale. Major challenge - Challenge - Mild challenge - Not a challenge at all - The first version of the Interview Schedule constituted of 4 main parts and 20 questions giving quantitative and qualitative feedback from English Language Teachers.

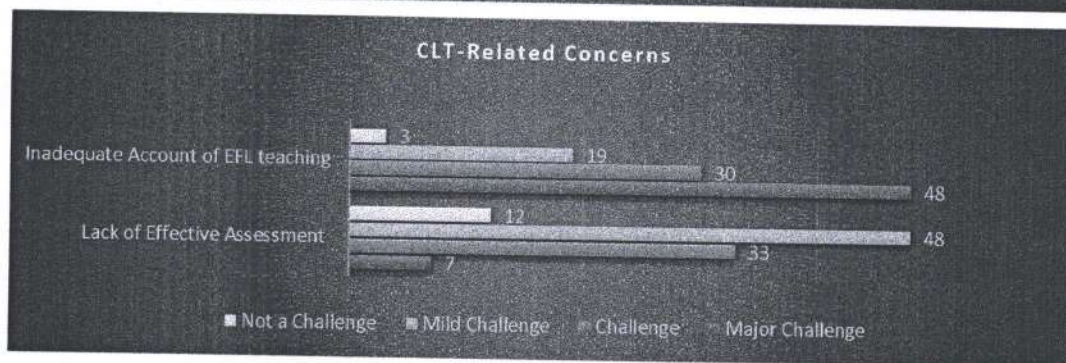
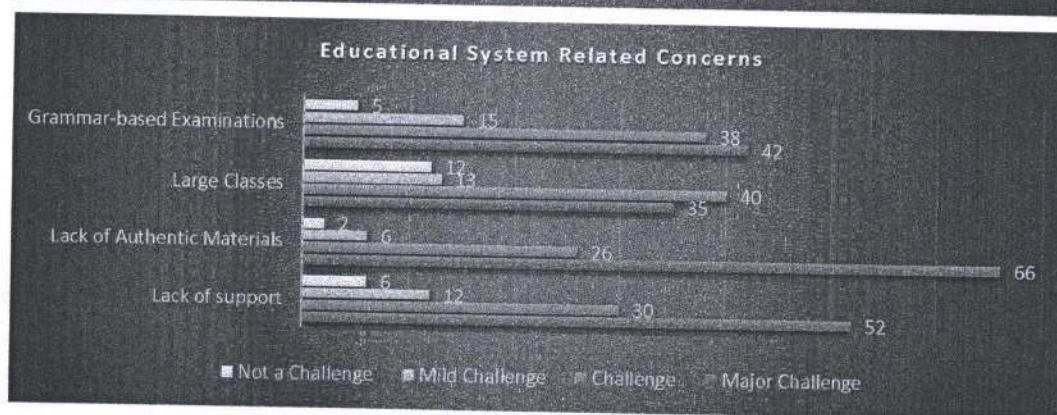
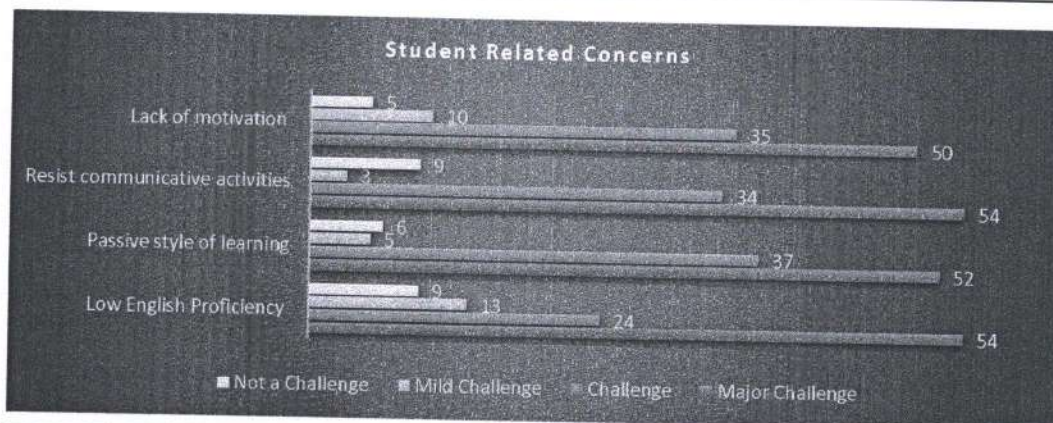
Population - The objective of the study was to explore, analyze and classify the issues faced by teachers in using Communicative Language Teaching Approach in English hence all teachers teaching English as a Second/Foreign language in schools constitute the population of the study.

Sample - A sample of 100 teachers was selected to assess and analyze issues faced by teachers in using Communicative Language Teaching Approach in English. The sample was selected using incidental sampling. A maximum of 10 teachers were included from one school. Only those teachers who were available and willing to cooperate were selected. 100 teachers were selected from 10 different schools.

Findings and Conclusions

The themes generated from the responses to the questionnaire are analysed and classified under Four major categories; concerns over the problems inherent in English teaching, desire for changes in English teaching, understanding of CLT and its potential for English teaching, and finally concerns in implementing CLT.

Concerns over the Problems in English Teaching - The major problems that the interview teachers reported in English teaching included. Large classes was a major deterrent in achievement of English language fluency by the students as the teachers could not concentrate on all the students. Teacher's Heavy Workload - A dire shortage of teachers due to which the teachers are overburdened and unable to discharge their duties effectively. Heavily Loaded and Vast Syllabus - The teachers are unable to complete it leading to lacunae in the learning of



Contributions to Knowledge in the Field -The CLT survey has provided an evaluation necessary to guide the future development in the use of CLT in English language teaching. In so doing, the study has made a contribution towards rapidly growing literature in CLT for English Language education. To conclude, the consolidation of CLT based teaching learning concerns will prove to be a powerful training agent and the emergence of fluent speakers in English will be the product.