THE PECULARITIES OF COMMUNICATIVE LANGUAGE TEACHING APPROACH IN LANGUAGE CLASSROOMS

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Abstract: this article analysis the communicative language teaching approach, according to teaching and learning methodologies and reveals strategies, applications of communicative language teaching. There is provision of an effective way, which applies to language teachers to assist in locating and establishing appropriate teaching and learning strategies for their students with different social and cultural backgrounds.

Key words: *language teaching, approaches, classroom, method, communicative language, learners, strategies, teachers*

Internationally, language teaching and learning are two of the most important subject matters and instructions in contemporary school environments. Over the centuries, a large number of teaching and learning theories and strategies have been developed to meet the needs of different learners, target languages, geographic regions and student backgrounds. Nevertheless, the communicative language teaching approach is one of the most important and applicable teaching and learning theories in the contemporary language teaching profession. Although many teachers in the foreign language teaching profession try to employ the communicative language teaching approach to their classroom environments as much as possible, many teachers still do not understand how to manage and apply the approach appropriately for their students.

Communicative language teaching is an approach rather than a theory. Unlike traditional theories, the com communicative language teaching approach provides a large range of flexibilities and opportunities, which both teachers and learners can exercise from time to time. The communicative language teaching approach is not solely a western phenomenon, but also a "universal effort that has found inspiration and direction in the interaction of initiative, both theoretical and

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applied, in many different contexts". Many advocated that learning social terms, interpersonal and intercultural interactions were as important as learning grammar and vocabulary. In addition, language learning does not only mean training and language skills but also concentrating on the ability to communicate. In other words, the communicative approach is at the core of the teaching process, the process of communication. A large number of definitions of communicative competence have appeared in applied linguistics literature. Communicative competence would be considered as one of the milestones of this knowledge. It is referred that a learner needs to know so that they can successfully use a language in a given language group. Competence is the theoretical linguistic ability of an ideal native speaker, while performance is this competence affected by other factors such as tiredness, social context, memory lapses and distractions.

The core principle of the communicative language teaching approach is to learn in the language and to learn to use the language, but not learn the knowledge of the language. In other words, the purpose of the communicative language teaching approach is to help students handle the communication skills of the target language. Traditionally, the grammar-translation method and the direct method served as the basis of foreign language teaching-learning theories. These teaching and learning methodologies and strategies told us that teaching and learning languages are about how voice, grammar, and vocabulary could be delivered and directed with instructions to listen, speak, read and write. However, these teaching and learning methodologies and strategies do not strongly focus on the communication and interaction between learners in practice. Therefore, with the enhancement and development of teaching and learning methodologies and strategies in the fields of language learning, since the last century, the communicative language teaching approach has been widely used in many language-learning environments.

Currently, the communicative language teaching approach tends to be a student-centered concept rather than a teachercentred concept. The responsibility of the teacher in the classroom is to lead the communication between students via

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the effective learning task. Usually, students are allowed to have interpersonal interaction, to share and journal of education and e-learning research by the authors; licensee journal publishing group exchange peer examinations and share contributions between each other. For example, in order to increase the opportunities for language speaking and sharing, many communicative language teaching advocators tend to employ role-play activities, presentations between groups and classmates, problem-based learning technological assisted strategies and visual-only video teaching strategies, which allow students, classmates, peers, and even teachers to merge into the teaching and learning environment. The communicative language teaching approach consistently encourages both teachers and students to seek teaching and learning materials and tools from their current living communities, environments and societies. For example, two recent studies indicated that teachers could create visual-based teaching and learning materials using the students' communities as the source. Related material from communities, such as city halls, school buildings, mayors, shopping halls and school residential dormitories are some of the interesting and up-to-date teaching and learning materials which allow students to share and chat about their daily lives with their classmates.

Beyond the teaching and learning materials from the students' living communities and societies, the researcher also advocated that if teachers can create social media-based discussion groups and chatting platforms for students to practice reading, speaking and writing skills, students are more likely to share their feedback and tasks with others, particularly in teaching and learning environments. Moreover, students are encouraged to avoid speaking their native language in order to fully participate in the learning environment. During the exercise, students were asked to try their best to use English as their primary language. Language errors could be found during the talking. Teachers would then introduce any possible phrases, sentence structures or grammar after the exercise. Nevertheless, there are a large number of teaching and learning methodologies and strategies in the contemporary educational database. Although each method and strategy have their

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own advantages and disadvantages, no single theory can be appropriate to all teaching and learning environments, classrooms, communities, schools, geographic regions, peoples, backgrounds, languages, perspectives, purposes or even nationalities. Therefore, in order to meet the expectations and needs of each individual classroom and student group, teachers and school leaders should always try and develop the most appropriate teaching and learning methodology and strategy for their students. In fact, even in the same school or university, the purpose of each individual classroom can be different. For example, English for specific purpose students and English for academic purpose students will have different backgrounds, purposes and expectations. Therefore, without any appropriate arrangement and management, students could not meet their goals or gain knowledge from their classroom.

In general, only a few teachers concentrate on only one of the four skills in their language learning classrooms. Most English teachers expect their language learners to develop their communicative competence in reading, speaking, listening and writing skills as the comprehensive outcomes and performances after completing the language modules. However, different skills may appear to be more relevant for specific learners. For example, different learners have different demands for language skills. International graduate students may have the desire to develop their writing and speaking skills due to the high-demand of project writing and thesis pressures.

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