

**DOI: 10.38173/RST.2022.23.1.10:93-98**

<b>Title:</b>	<i>THE EFFECTS OF COMMUNICATIVE LANGUAGE TEACHING (CLT) ON THE POST-COMMUNICATIVE METHODOLOGY</i>
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**Section:** SOCIAL SCIENCES

**Issue:** 1(23)/2022

<b>Received:</b> 28 January 2022	<b>Revised:</b> 3 March 2022
<b>Accepted:</b> 10 March 2022	<b>Available Online:</b> 15 March 2022

Paper available online [HERE](#)

## THE EFFECTS OF COMMUNICATIVE LANGUAGE TEACHING (CLT) ON THE POST-COMMUNICATIVE METHODOLOGY

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### ABSTRACT:

*TRADITIONAL LANGUAGE TEACHING METHODS SUCH AS GRAMMAR TRANSLATION AND PASSIVE LEARNING WERE GRADUALLY SUPERSEDED BY MORE ACTIVE AND EFFECTIVE COMMUNICATIVE LANGUAGE TEACHING METHODS THAT REQUIRED TECHNIQUES SUCH AS PAIR-WORK, ROLE PLAYS, AND SHARING OPINIONS, INFORMATION GAPS, INTERVIEWS, ETC. AND THIS TURN OCCURRED BY THE END OF THE 1960S.*

*ALL OF THESE CHANGES SHIFTED THE TEACHER'S POSITION, AND HE OR SHE BECAME A LEARNING FACILITATOR. THEY ALSO CHANGED STUDENTS' ROLES, TRANSFORMING THEM INTO NEGOTIATORS IN A COLLABORATIVE PARTNERSHIP, WITH CLT ENCOURAGING ACTIVE STUDENT PARTICIPATION MORE THAN ANY OTHER LANGUAGE TEACHING METHODS.*

*THE LATE-TWENTIETH-CENTURY DIGITAL REVOLUTION HAS HAD A SIGNIFICANT IMPACT ON BOTH LANGUAGE LEARNERS' NEEDS AND LANGUAGE TEACHING TECHNOLOGY ITSELF. THE POST-COMMUNICATIVE METHODS, WHICH HAVE THEIR ROOTS IN THE COMMUNICATIVE APPROACH HAD TO ADAPT TO THE NEW MILLENNIUM LEARNERS' CHANGING NEEDS AND WERE A STEP FORWARD IN LANGUAGE TEACHING. OUR ARTICLE EXAMINES THE SIMILARITIES AND DIFFERENCES BETWEEN COMMUNICATIVE AND POST -COMMUNICATIVE METHODS, EMPHASIZING THE POSITIVE ASPECTS OF THE LATTER.*

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**KEY WORDS:** COMMUNICATIVE; LANGUAGE TEACHING, POST-COMMUNICATIVE, NEEDS, METHODS

### INTRODUCTION

English, rather than being a distinctive attribute of the elite as it once was, has become a vital ability for the whole workforce in a globalized world, with its hegemony demonstrated by its usage for worldwide economic success. The English language, like businesses, has recently been subjected to globalization. Over the last few decades, English's importance as a lingua franca in the commercial and scientific realms has skyrocketed. According to David Crystal<sup>2</sup>, English is used officially by 85 percent of international organizations, at least 85 percent of the international cinema market, and roughly 90 percent of scholarly articles.

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<sup>2</sup> Crystal David, *English as a Global Language*, (Cambridge: Cambridge University Press, 1997)

Multilinguism is now regarded as a passport to success in modern Europe, with knowledge of foreign languages allowing people to further their careers in virtually any field.

Multinational corporations use foreign language speakers not just to communicate, but also to better their sales, negotiations, and contracts. According to the CBI Education and Abilities Survey(2009:8), it is apparent that foreign language competence adds significant value to a candidate's portfolio of skills and can provide them a true competitive edge when applying for jobs in an increasingly competitive labor market.

Globalization and English's standing as a world language have a significant impact on English teaching and learning around the world. In many countries, there is a growing interest in increasing the quality of English teaching, and various national education strategies are being implemented in order to improve students' communicative ability rather than just having a basic understanding of the language, as was the case in the past.

Linguistic power refers to the idea that those who speak English as a first language will have more opportunities in English-speaking companies than those who speak English as a second language.

Because English is a worldwide language spoken all over the world, linguistic complacency means that English speakers are less motivated to learn other languages.

Linguistic death refers to the extinction of other languages as a result of the widespread usage of English in today's world.

English is today used for a variety of purposes, and it is constantly evolving to keep up with our society's technical and scientific advancements. New vocabulary, grammatical forms, and methods of speaking and writing are developed, leading in a significant increase in English usage.

In his book *The Future of English?*<sup>3</sup>, David Graddol asks, "What is the Future of English?" outlines a number of worldwide factors that have a significant impact on English usage today: demography, the global economy, the importance of technology, globalization, cultural flows, and global inequities. He goes on to say that

"Rather than a process which leads to uniformity and homogeneity, globalization seems to create new, hybrid forms of culture, language and political organization: the results of global influences meeting local traditions, values and social contexts" Thus globalization is a factor which adds value to the whole society and the language is a valuable tool to do so.

## **FEATURES OF THE COMMUNICATIVE LANGUAGE TEACHING(CLT) APPROACH**

As a result of the increased interest in learning and teaching English around the world in the globalized period, numerous ideas, methods, and approaches to teaching and learning English have evolved, and teachers must pick from a variety of possibilities, some of which are extremely contentious. One of the most prominent approaches is Communicative Language Teaching (CLT), which aims to improve students' communication competence rather of merely having a basic understanding of the language, as was the case in the past. It is, however, not a new concept: it has been around for over 50 years and has proven to be highly effective in meeting the communication demands of kids in today's society.

CLT emphasizes students' ability to communicate in the foreign language they are learning and interact with both the teacher and their peers. Students must be exposed to real-

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<sup>3</sup> Graddol David, *The Future of English? -A Guide to Forecasting the Popularity of the English Language in the 21<sup>st</sup> Century*, (The British Council, 1997, 2000)

life scenarios in order to combine their learning with the outside experiences they will encounter after graduation at their workplaces.

Thus, in the 1960s, Noam Chomsky's theory, which emphasized the idea of competence and performance in language learning, gave birth to the concept. Michael Halliday and Dell Hymes established the conceptual foundation for CLT in the 1970s by developing the concept of communicative competence, and CLT arose as a response to the Audio-Lingual Method.

Traditional language teaching methods, such as grammar translation and passive learning, were gradually replaced by more active and efficient communicative language teaching methods, which included techniques such as pair work, role plays, sharing opinions, interviews, and information gaps, among others.

The target language's grammar could no longer be taught separately; it needed to be integrated into daily speech. The emphasis is no longer on correctness, and mistakes are allowed.

All of these changes shifted the teacher's position, and he or she became a learning facilitator.

They also changed the students' roles, transforming them into negotiators in a collaborative partnership, with CLT encouraging active student participation more than any other language teaching approach.

However, accuracy should not be overlooked when learning a language because proper grammar and vocabulary are also vital. This problem arose as a result of the shift from teacher-centered classrooms to student-centered cooperative learning. It is obvious that students who are encouraged to talk more than the teacher are less accurate than him/her, but the benefits of CLT are greater because fluency, comprehensibility, and language production are greatly increased. The learning environment has evolved, and now the instructor must establish a welcoming and motivating learning environment in order to encourage rather than impede communication.

Richards<sup>4</sup> stressed the importance of pair and group work in communicative language education, as well as the use of authentic materials in the classroom.

Identifying the difference between competence and performance Chomsky characterized the former as grammatical system knowledge, and the latter as the speakers' use of that information to communicate. Hymes (1971) went even further, coining the term "communicative competence." This term, in this interpretation, signifies that the speaker possesses both knowledge and the ability to use it.

According to Richards and Rodgers, Communicative Language Teaching starts with a communication theory and the goal of building students' communicative competence.

Other authors have defined and characterized CLT in a variety of ways:

The most significant element of CLT, according to Littlewood<sup>5</sup>;Larsen-Freeman, is that "almost everything that is done is done with a communicative intent"

However, we must not forget that CLT teachers have faced a number of challenges, including difficulties with classroom management, particularly with larger groups, students' poor language proficiency, which may lead to their using of their mother tongue for pair work activities, the widely held belief that the teacher's job is to transmit knowledge rather than to facilitate learning or autonomy, inadequate funding, a lack of time to prepare authentic materials, time-consuming activities, the way CLT is perceived by teachers

<sup>4</sup> Richards, *Communicative Language Teaching Today*, (New York: Cambridge University Press, 2006)

<sup>5</sup> Littlewood, W.T., *Communicative language teaching: An Introduction*, Cambridge University Press, 1981

themselves who are affected by their own learning preferences, their tremendous workload and, last but not least, their own lack of spoken English skills and CLT training (particularly for older generations of teachers).

These disadvantages have influenced the most recent pedagogical change to some extent. Because there is no one-size-fits-all method or strategy that can meet all needs in all situations, it appears that the greatest option for a teacher is to stop looking for the optimal way and instead adapt existing approaches to a given teaching and learning environment. The fact that this location has stayed empty since CLT lost its dominant position is why this situation has been termed as 'postmethod'.

### **THE EFFECTS OF COMMUNICATIVE LANGUAGE TEACHING (CLT) ON THE POST-COMMUNICATIVE METHODOLOGY**

Many of the principles and approaches of the post-communicative turn have their roots in communicative teaching, which laid the groundwork for the significant changes in language education that happened in the late twentieth century. As a result, the Post Communicative or Post-Method condition appears to be another phase in the evolution of language education, and the late-twentieth-century digital revolution has had a considerable impact on both language learners' requirements and language teaching technology.

Postcommunicative teachers have been trained to adjust traditional teaching methods to their personal demands, while relying largely on communicative teaching principles and practices.

As a result, we now encounter in teaching practice approaches and procedures from previous generations:

Consider the following scenario:

The strategies of the audio-lingual methods serve beginners who are primarily interested in language learning; situational dialogues, repetition, pattern practice, and memorization, among other things, contribute to good linguistic habits.

The grammar-translation method may produce good results at advanced levels, when students need to develop an ability to deal with the language independently -after all, the grammar-translation method is still fundamental for achieving "high culture"; theoretical presentation of grammar, translation, summarizing, and other techniques are efficient techniques for independent work;

However, it is self-evident that communicative activities must be set at all levels to supplement the performances of the other approaches: students must be made to develop the text and interact with one another, express thoughts and feelings, negotiate meanings, and use the language functionally and strategically; the teacher creates a communicative environment by using authentic material, creating real-life situations in the classroom.

Writing assignments can be task-based (fill out an application form, order a product from a catalogue, find information on the Internet, etc.) but post-communicative teachers also returned to non-communicative subjective writing tasks, understanding the modern learner's need to formulate thoughts in writing in a systematic and educated way (e.g. the essay).

However, the impact of CLT may still be felt globally in today's teaching context, as postcommunicative methodologies have been heavily influenced by it.

The concept of competence is now an indisputable element of language curricula, reflecting the changes enacted by the Common European Framework for Language Teaching - one of the CLT legacies. Assessment techniques and, as a result, instructional materials have been altered in such a way to include communicative activities, postcommunicative language teaching being a step forward.

## CONCLUSION

The increased responsibility of the teacher, according to all authors, is one distinguishing feature of post-method pedagogy, as the teacher is responsible of analyzing context features and of gaining sufficient expertise to determine which methods, approaches, and/or strategies will lead to learners' success.

The days of a single method or approach dominating, on the other hand, are long gone.

It makes no difference whether principles underpin techniques and activities if students achieve their learning objectives. The evolution of information technologies, which has recently become the most effective source of inspiration for teachers, has undoubtedly spawned new buzz phrases, such as innovation and adaptability which are cardinal terms when it comes to learning languages .

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