

Communicative Approach: An Innovative Tactic in English Language Teaching

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Abstract

In 1970 a completely new approach in language teaching and learning with innovative attributes was introduced, which came to be well known as Communicative English. The same approach was launched in Bangladesh in the 90s with much enthusiasm. The new approach with all the innovative and useful blessings met criticisms both from the academicians as well as the non-academicians for the lack of grammar and translation. Everyone happens to highlight the limitations of the new approach and held it responsible as a prime hindrance to language learning. The article attempts to address problems whether Communicative English is the prime solution of the problem the country is facing or the problem lies elsewhere. The study believes that the problem is not solely with the approach but with the other related auxiliaries as well. The pedagogy, language learning and teaching strategies, teachers' role in teaching a FL/SL and necessity of teacher training, feeble infrastructures, imperfect evaluation system etc. related to and responsible for the problem apart from the methodology of English language teaching and learning are held responsible for the failure of the approach. In the light of the above-mentioned problems, the study proposes how the innovative and unfamiliar contents and technique can be made operative as an instructional method. The paper also addresses a host of solutions like developing the teaching methodology, the outlook of the teachers as well as the students and their guardians towards the new approach with its innovative contents, suggestion for an eclectic method, innovative curriculum and evaluation system, etc. which are the various suggestions proposed by the author.

Keywords: Communicative, Bangladesh, ELT, CLT, Eclectic

1. Introduction:

Alike teachers, government agencies in Asia specially the Eastern part take special interest in task-based language teaching (TBLT) much modern and advanced version of language teaching. TBLT in initial stage proved much successful in the primary and secondary schools for its ready made and appealing tasks. In this connection it may be said that TBLT helped CLT to make a room for itself as a language teach technique. Many methods, techniques and approaches like grammar translation method, audio-lingual method, functional notional methods etc. were used in Bangladesh in teaching and learning a foreign language. From time to time various new methods and approaches replaced the older one with new tips, techniques and with extremely new prospects. "In the long search for the best way of teaching a foreign language, hundreds of different approaches or methods have been devised" (Azam 2005). In this connection the most popular and effective method which has already become the most popular in the West— the Communicative English, started making a room for itself in Bangladesh. But linguists and educators all over the globe "felt that students were not learning enough realistic, whole language. They did not know how to communicate, using appropriate social language, gestures, or expressions; in brief, they were at a loss to communicate in the culture of the language studied" (Galloway 1993). As a result, Bangladeshis who are good in English can correspond with a foreigner very smoothly in written form without any hesitation. But the same person proves dumbfounded silent in face-to-face meeting and

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Innovative Techniques for Communicative English Yashwant Sharma, 2008 In the emerging globalized world to transmit thoughts and ideas from one person to another it is essential to acquire a good command over the communicative skills in English a global language The recent methods of second language learning are learner *COMMUNICATIVE ENGLISH IN THE NEP ERA : Strategies for Academic, Professional, and Everyday Success* Prof. (Dr.) Ashvini Joshi, Dr. Shweta Rathore, Ms. Yeshfeen Hasan, 2025-09-02 The National Education Policy NEP 2020 has ushered in a new era in Indian education emphasizing holistic development multilingualism and the acquisition of 21st century skills Within this transformative framework English language proficiency assumes a distinctive role not merely as a subject of study but as a vital medium for academic achievement professional advancement and global communication This book *Communicative English in the NEP Era Strategies for Academic Professional and Everyday Success* has been conceived in alignment with NEP's learner centered philosophy and its emphasis on competency based education It seeks to equip students educators and professionals with the requisite skills to employ English confidently across academic workplace and everyday contexts The book is divided into five parts each comprising three chapters with illustrative examples model tasks and exercises to enhance clarity and comprehension Purpose of the Book The primary purpose of this book is to bridge the gap between theoretical knowledge of English and its practical application in real world contexts Unlike conventional textbooks that often limit themselves to grammar drills and rote exercises this work provides an integrated approach to English communication making it relevant for academic professional and social interactions in the 21st century The objectives of this book are fourfold 1 To Develop Core Communicative Competencies o Strengthen the four fundamental skills of language listening speaking reading and writing LSRW with a focus on real life application o Build fluency accuracy and confidence in diverse communicative settings such as academic discussions workplace interactions and social exchanges 2 To Provide Practical and Adaptive Learning Strategies o Combine traditional approaches to language learning with modern technology driven tools such as digital platforms online collaboration spaces and AI enabled language resources o Encourage learners to adapt their communication style to both physical and virtual environments making them versatile communicators 3 To Foster Cultural and Linguistic Sensitivity o Highlight the importance of inclusivity respect and cross cultural awareness in communication o Prepare learners to interact effectively in India's multilingual context while also equipping them to engage with global audiences 4 To Enable Competency Based Experiential Learning o Move beyond theory by including role plays case studies sample professional documents interviews and model responses o Provide interactive activities for classrooms online courses and professional training modules ensuring that learning is active engaging and directly applicable Thus the book is not only a language resource but also a guide for personal and professional development aligning with NEP's vision of producing confident creative and globally competent citizens Intended Audience This book has been designed for

Undergraduate and postgraduate students studying under the NEP framework Teachers and trainers seeking NEP aligned communicative English resources Professionals aiming to enhance workplace communication skills Lifelong learners striving for personal growth and improved English proficiency Structure of the Book The content is systematically organized into five parts progressing from academic to professional and finally to everyday communication skills The concluding section consolidates learning with strategies practice activities and curated resource lists Each chapter begins with specific learning objectives and concludes with reflection questions model responses and practical exercises to encourage active participation and self assessment A Collaborative Effort The preparation of this book has been shaped by over two decades of teaching experience collaboration with fellow educators insights from students and the evolving communicative demands of a multilingual society adapting to global transformations It is my sincere hope that this work will serve not only as a textbook but also as a companion and guide in the reader s journey towards becoming a confident effective and culturally sensitive communicator in English

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