

# **An Analysis of the Impact of Communicative Language Teaching Principles and Activities on Grade Ten Students' English Language Skills**

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## **Abstract**

As English has become an important tool for economic, social and educational advancement, there is a need for better communicative skills in English. Therefore, it is necessary to make learning more student-centered by using more interactive and collaborative methods to develop communicative skills. The goal of language teaching is to develop 'communicative competence'. Communicative approach in language teaching starts from a theory of language as communication. From the point of view of communicative methodology, both accuracy and fluency are essential for foreign language teaching and learning. Under the influence of communicative teaching theory, grammar-based methodologies have given way to functional and skills-based teaching while accuracy activities such as drill and grammar practice have been replaced by fluency activities based on interactive small-group work. In essence, it is of paramount importance to create classroom activities in which students negotiate meaning, use communication strategies, correct misunderstanding, and work to avoid communication breakdowns by communicative language teaching principles with content-based instruction. The main aims of communicative activities are to help the learners to gain confidence, to become more fluent and to acquire language through exposure and use. Thus, the role of the teacher in the language classroom is a facilitator who provides opportunities for students to use and practice the language and to reflect on language use and language learning. This research highlights the vital aspects of communicative language teaching (CLT) so that teachers can train learners to develop language proficiency. Moreover, the textual communicative classroom activities (TCCA) are developed according to the CLT principle. These activities encourage the teacher to use a student-centred approach and allow the students to engage with the text by themselves before providing help. There are also a number of activities such as language games that students will find fun and interesting. In order to analyze the impact of these activities on Grade Ten students' English language skills, the experiment was conducted with (268) actual students in the real classroom situations among three schools in the Yangon City Development Area. It was found that textual communicative classroom activities (TCCA) have positive effect in improving students' language proficiency. In addition, the teachers can benefit from these activities as they can keep these activities for later classroom use. Thus, this material has been found to make significant contribution to the teaching and learning of English.

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