

## CLT and KLT: A Contrastive Review

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### ABSTRACT

*Modern English language teaching is severely constrained by the spatiotemporal material, and sociocultural spiritual settings of the teacher-learner-administration-material networks. As a result, students are constrained by: 1) less time to learn, 2) unproductive and non-optimal settings that decelerate quicker learning, 3) incompatible materials to fulfill their demands, 4) inappropriate and inefficient teaching methods, 5) psychologically unreal and atomic methods, 6) experientially not comprehensive and 7) finally, a disjointed learning situation. For effective and optimum learning to take place, all such factors have to be interconnected and interrelated in an interdependent network of materials-teaching-learning in the existing spatiotemporal material, and sociocultural spiritual context.*

*In the modern times, there is a proliferation of theories, designs, and procedures in the field of second language teaching owing to the application of different formal, functional, and cognitive linguistic theories. The theories of Chomsky and Halliday have immensely contributed to such a great development in second language learning and teaching. However, in the non-native English speaking countries all over the world, especially, in Asia and Africa, either they are not properly implemented or they have not produced promising results. That it is so can be seen from the overall standards of the students in real life situations.*

*In such a context, the learning-teaching situation has broken down into a haphazard trial and error method producing unpredictable and uneven results: a few manage to learn well by their contingent plans while many the others pass in the process by sheer effort and the remaining fail to*