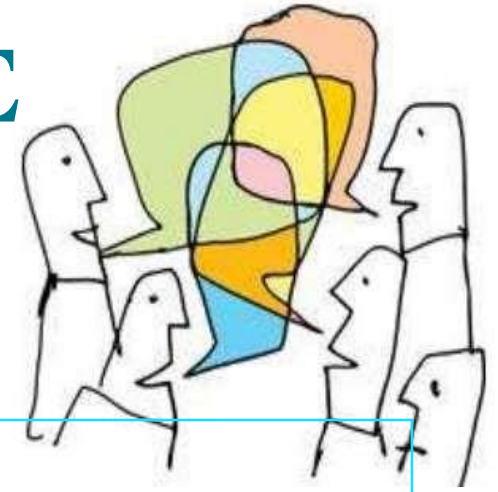


THE COMMUNICATIVE APPROACH



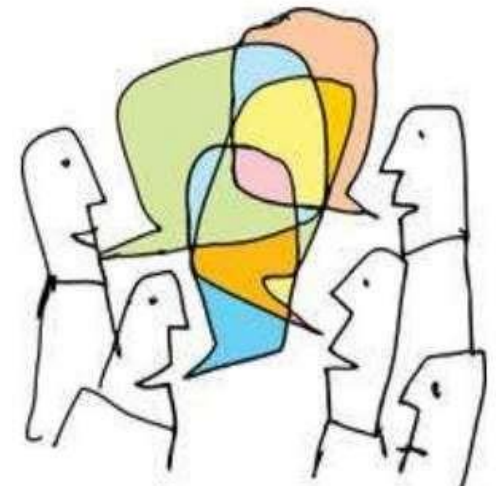
COMMUNICATIVE LANGUAGE TEACHING (CLT)



BRIEF HISTORY

- The origins of Communicative Language Teaching (CLT) are found in the changes in the British language teaching tradition dating from the late 1960s.
- Back then, the Situational Language Teaching approach was the norm.
- SLT was the major approach to teaching English as a FL.
- SLT consisted in internalizing the structures of the language.

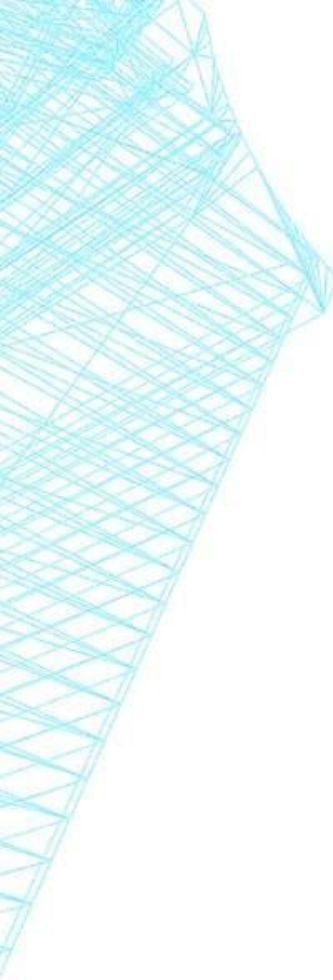
- The SLT did not fill the need to develop language competence in language teaching.
- A group of experts saw the need to focus in communicative proficiency rather than mastery of structures. (Richards, J.C. & Rodgers, T.S.)
- Along with the changes in Europe it to reform the language teaching.





- **Education was one of the Council of Europe's major areas of activity.** It sponsored international conferences on language teaching, published monographs and books about language teaching. **The need to articulate and develop alternative methods of language teaching was considered a high priority.**

- In 1971 a group of experts began to investigate the possibility of developing language courses, a system in which learning tasks are broken into units.
- A British linguist, D. A. Wilkins (1972), proposed a functional or communicative definition of language that could serve as a basis for developing communicative syllabuses for language teaching. Wilkins's contribution was an analysis of the communicative meanings that a language learner needs to understand and express.
- Wilkins defined two categories of meanings:
 - Notional categories** (concepts such as time, sequence, quantity, location, frequency).
 - Communicative Function** (requests, denials, offers, complains).



Communicative Approach aims to: make communicative competence the goal of language teaching, and develop procedures for the teaching of the four language skills (LSRW).

There are two versions of the CLT:

- The **weak version** stresses the importance of providing learners with opportunities to use their English for communicative purposes ('learning to use' English)
- The **'strong' version** advances the claim that language is acquired through communication. That it is not merely a question of activating an existing, but inert knowledge of the language, but of stimulating the development of the language system itself. ('using English to learn it').

THEORY OF LANGUAGE

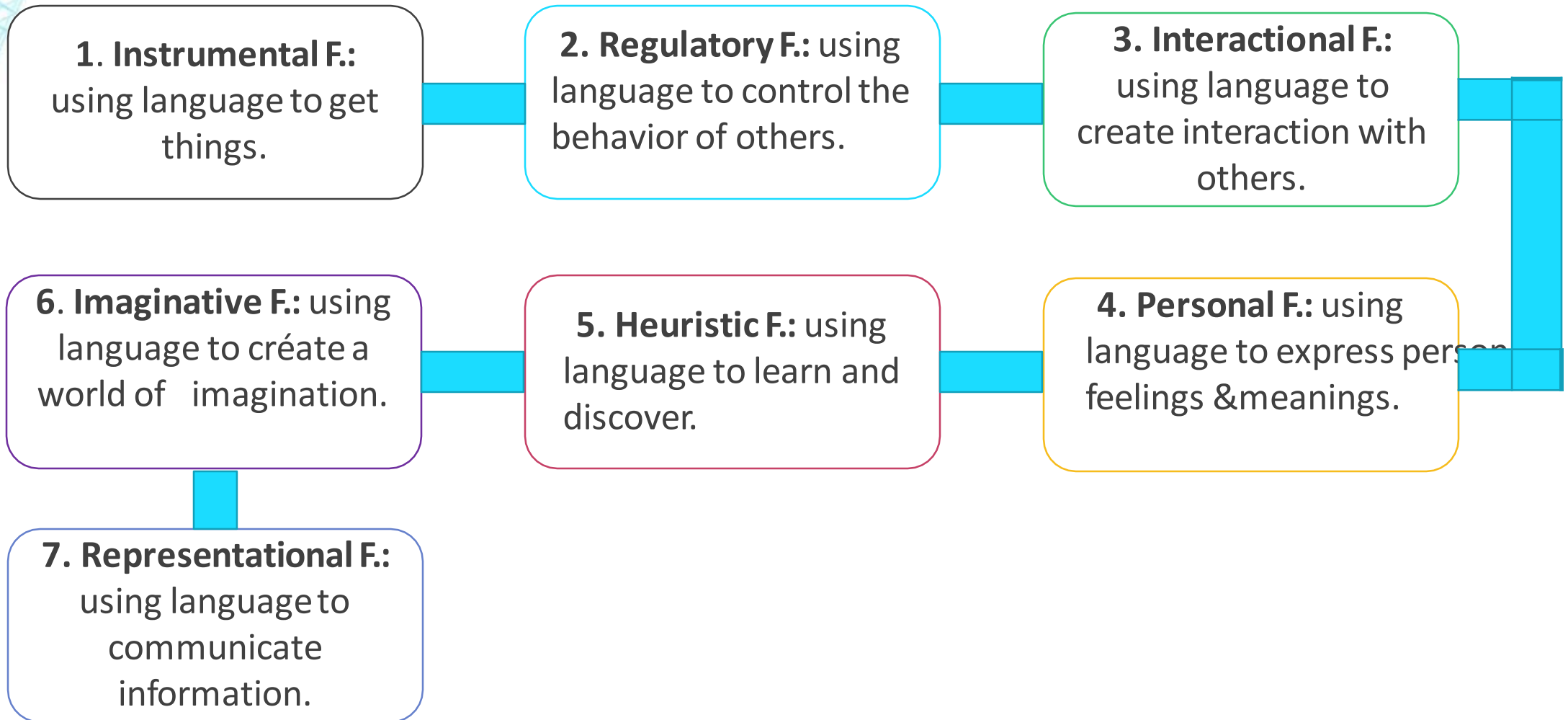
When talking about teaching language we have to take into account the theory of language.

- The Communicative Approach in language teaching starts from a theory of language as communication (assumption that structure follows function rather than the other way around).
- The goal of language teaching is what Hymes referred to as “communicative competence.”
- According to Hymes, a person who acquires communicative competence acquires both ***Knowledge*** and ***Ability for language use***.



THE FUNCTIONAL USES OF LANGUAGE

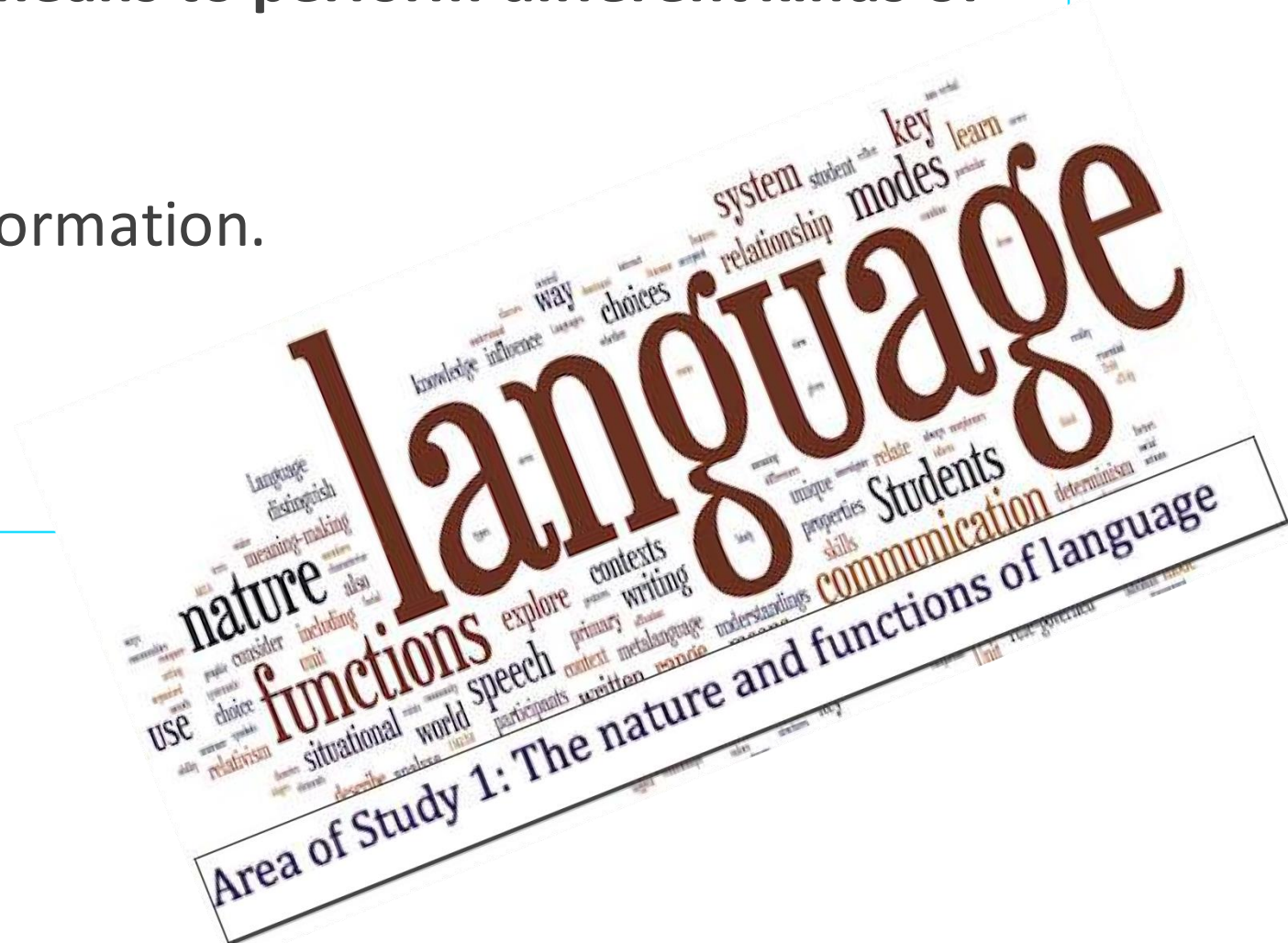
Another linguistic theory of CLT is the functional language use (Michael Halliday).
The 7 basic functions that language performs are:



FUNCTIONS IN LANGUAGE L2

Learning a language was viewed by proponents of CLT as acquiring the linguistic means to perform different kinds of functions.

- Ask questions to get basic information.
- Talk about yourself.
- Describe the weather.
- Leave phone messages.
- Talk about a specific topic.



COMMUNICATIVE LANGUAGE TEACHING



OBJECTIVES

1. An integrative and content level (language as a means of expression)
2. A linguistic and instrumental level (language as a semiotic [relating to signs and symbols] system and an object of learning);
3. An affective level of interpersonal relationships and conduct (language as a means of expressing values and judgments about oneself and others);
4. A level of individual learning needs (remedial learning based on error analysis);
5. A general educational level of extra-linguistic goals (language learning within the school curriculum).

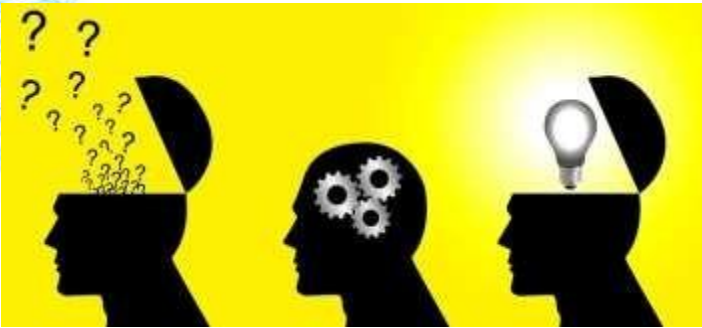


Principles of CLT

- Learners learn a language by using it.
- Meaningful communication is the goal of teaching.
- Fluency of expression is primary.
- Judicious use of mother tongue.
- Contextualisation.
- Language is seen as a medium of communication.
- Classroom activities should maximise exposure to English.
- It is much more pupil-oriented.
- Intelligible pronunciation.
- Emphasis is on usable language.
- Pair works and group works are emphasized.
- Oral works are primary.
- Errors are natural part of learning.
- Reading and writing skills need to be developed
- Grammar can be taught, but functionally.
- Quality exposure to the target language.
- It considers pupil's need.
- Interest is sustained.
- It uses topical items familiar to pupils in their mother tongue
- Materials must relate to pupils on lives.
- Materials must be fresh and real.
- Spontaneous and improvised practice is ensured.
- It seeks to use authentic resources.
- Use of visual stimuli is fruitful.

TEACHING AND LEARNING ACTIVITIES

Problem-solving



Freewriting



Role-plays



Formative quizzes

Name _____

Force & Motion Quiz

Complete the statement by writing PUSH or PULL

1. _____ is when you are using force to move an object **TOWARDS** you.

2. _____ is when you are using force to move an object **AWAY** from you.

Determine whether you would **PUSH** or **PULL** each object by writing the correct word on the line.

3. Shopping cart _____

4. Magnet _____

5. Soccer ball _____

6. Skateboard _____

7. Kite _____

8. Dog on a leash _____

9. Baby stroller _____

10. Hammering a nail into the wall _____

Small group activities



Debates



Learners' Roles



- The learner is a negotiator (between himself, the learning process, and the object of learning). The implication is that the learner should contribute as much as he gains, and learn in an interdependent way.
- Ss are expected to interact primarily with each other rather than with the teacher.
- Ss give and receive information.

Teachers' roles

Teacher plays an important role in communicative approach. Teacher's main task is to teach students how to communicate in English efficiently. The following are some of the roles:

- Monitor.
- Facilitator of communication process.
- Independent participant within the teaching learning group.
- Organiser of class activities.
- Resource person.
- Guide. Researcher.
- Co -learner.
- Prompter.
- Counsellor.
- Needs analyst.(The teacher analyses the learners language needs in order to facilitate meaningful communication.)

Group process manager.

Teacher **motivates** the students, **monitors** their performance, and **encourages** them to proceed with confidence. The teacher helps the groups identify their errors and rectify them themselves.



PROCEDURE

Motivation > Presentation of dialogues and clarification of the functions > Oral practice by the learners > Study of the communicative expression or structure > Oral production by the learners.

Teacher helps learners to produce similar utterances suitable to the situations on their own. The activities proceed from guided to free communicative activities.

Copying > Assignment > Evaluation



Students, Classroom and Evaluation: Communicative Approach

Students:

In communicative approach, the students do most of the speaking, and frequently the scene of the classroom during communicative exercise is active, with students leaving their seats to complete a task. Students are responsible managers of their own learning. They gain more and more confidence in using the target language in general.

Classroom:

Classroom activities are characterised by attempts to produce meaningful and real communication at all levels. As a result, there may be more emphasis on skills than systems. Lessons are more learner centred. Authentic materials are used.

Evaluation:

In communicative approach, students' performance of listening, speaking, reading and writing are all taken into consideration. Pupils' ability to convey ideas, thoughts and feelings are also considered for evaluation.

The Role of Instructional Materials

support
communicative
approaches to
language teaching

Materials as a way
of classroom
interaction

promote
communicative
language use.





INSTRUCTIONAL MATERIALS

Richards and Rogers consider three kinds of materials currently used in CLT:

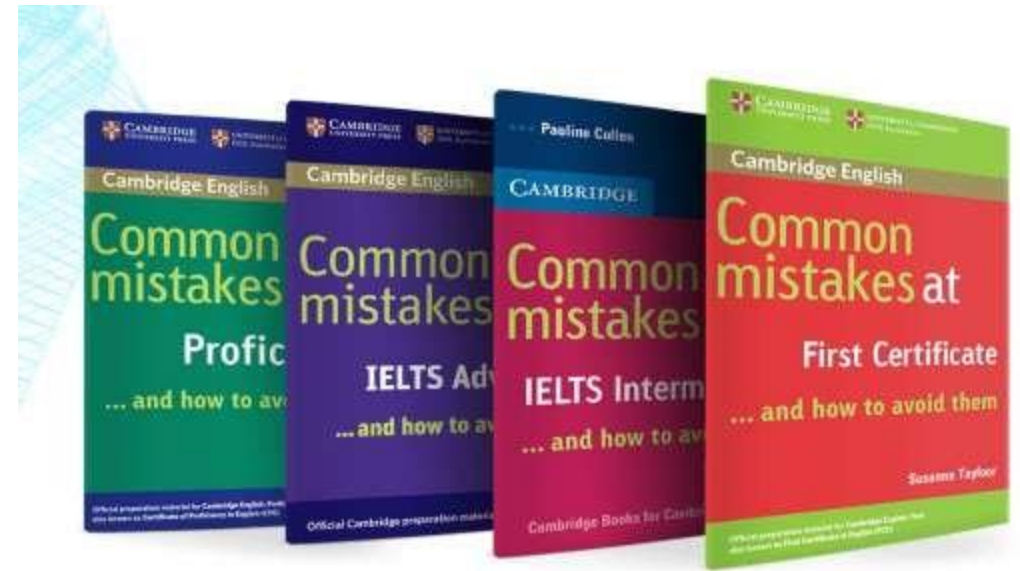
Text-based materials

Task-based materials

Realia

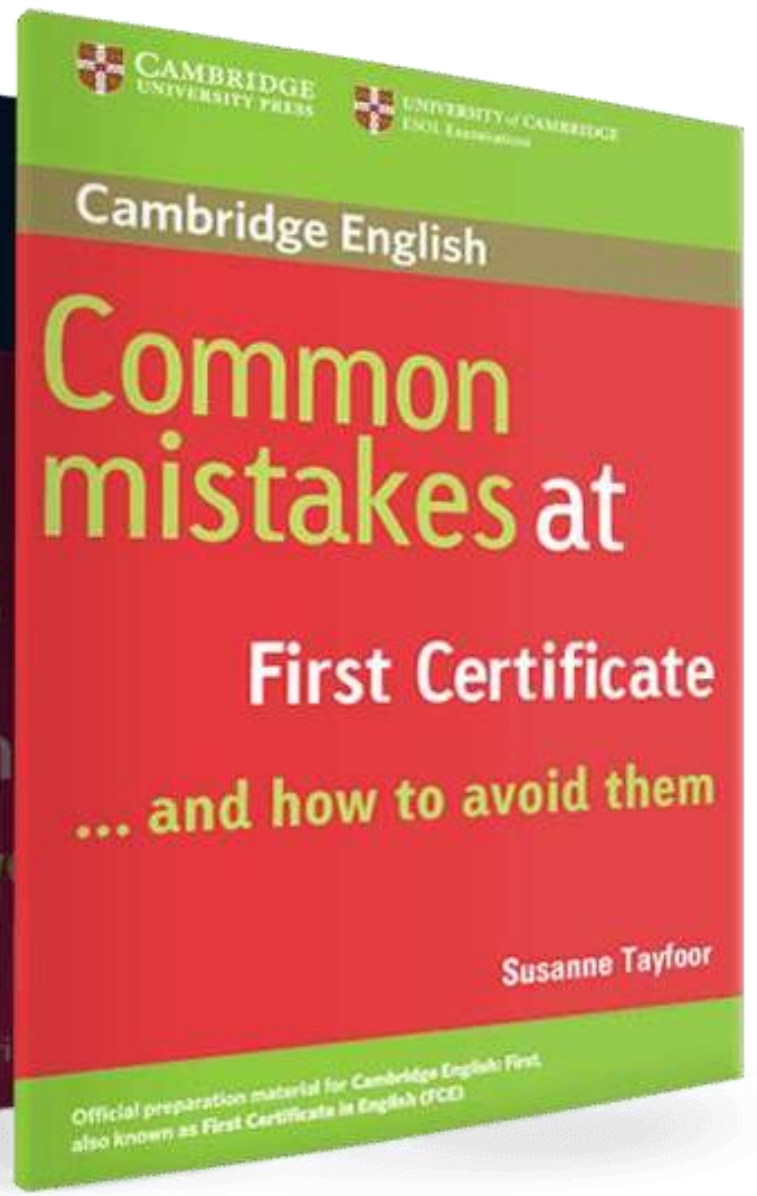
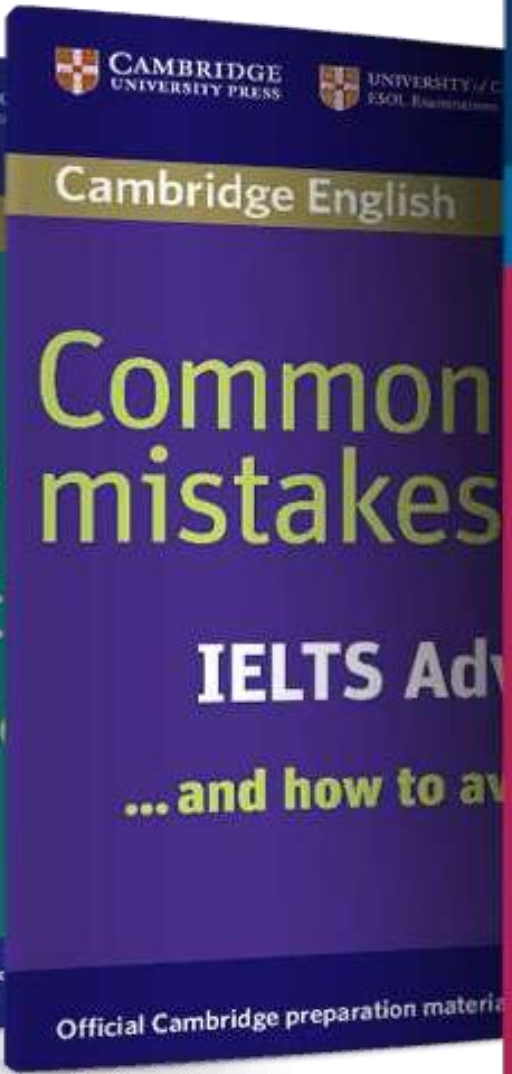
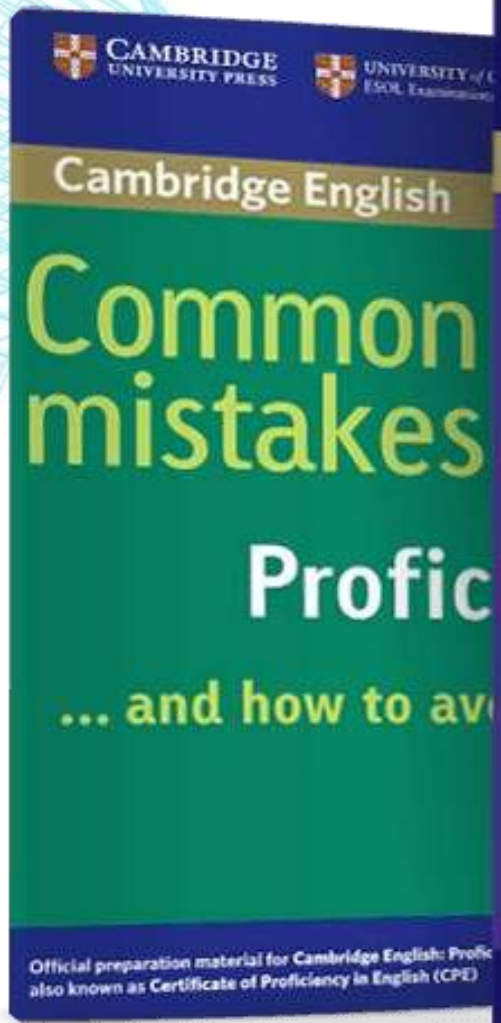
Text-based materials

- Textbooks are important tools because they provide the major source of contact students have with the language apart from input provided by the teacher.
- Also provide the basis for the content of the lessons and supplement the teacher's instruction.



Map of Objective First Certificate Student's Book

TOPIC	LESSON FOCUS	EXAM SKILLS	GRAMMAR	VOCABULARY
Unit 1 Fashion matters 8-11 Fashion: describing people	1.1 Speaking and listening 1.2 Grammar	Paper 3 Speaking 2 Comparing photographs Paper 4 Listening 1 Matching Paper 5 Use of English 4	Comparatives Adverbs of degree	Appearance and clothing Fashion verbs
Exam folder 12-16		Paper 5 Use of English 6 Key word transformations		
Unit 2 The virtual world 18-17 Computer games, the Internet	2.1 Reading 2.2 Grammar	Paper 1 Reading 1 Identifying and matching	As relative Relative of present tense	Computers Computer/2 verbs Positive and negative adjectives
Writing folder 1 18-19		Paper 2 Writing 1 and 2 Extended writing and speech		
Unit 3 Going places 20-21 Travel	3.1 Listening 3.2 Grammar	Paper 3 Speaking 2.5 Paper 4 Listening 2 Sentence completion Paper 5 Use of English 4	Modals 1: Obligation, necessity and permission	Travel and holidays Travel vocabulary Expressions with prepositions of location
Exam folder 2 24-25		Paper 5 Use of English 3 Word formation		
Unit 4 The fast-lagged world 26-28 Accidents, jobs	4.1 Reading 4.2 Grammar and vocabulary	Paper 1 Reading 1 Matching Paper 4 Listening 1 Multiple choice	as and like	Accidents and jobs Comparative adjectives Expressions with too
Writing folder 2 36-37		Paper 2 Writing 3 Shorter text Letters and emails 1 (shorter)		
Unit 5 Near and building 32-35 Business: highlighting experience	5.1 Listening 5.2 Grammar	Paper 4 (Listening) Short texts Paper 5 Use of English 2	Review of past tense Past simple Past continuous Past perfect	Work Business verbs
Exam folder 3 36-37		Paper 5 Use of English 1		



Task-based materials

- A variety of games, role plays, simulations, and task-based communication activities have been prepared to support CLT classes.
- They are in the form of exercise handbooks, cue cards, activity cards, and interaction booklets.



Interchange 13 PLAN A MENU

A GROUP WORK Imagine you are opening a new restaurant. Create a menu of dishes you'd like to offer. Then write the prices.

Today's Special	
SOUPS	MAIN DISHES
SALADS	
KIDS' MENU	DESSERTS
BEVERAGES	

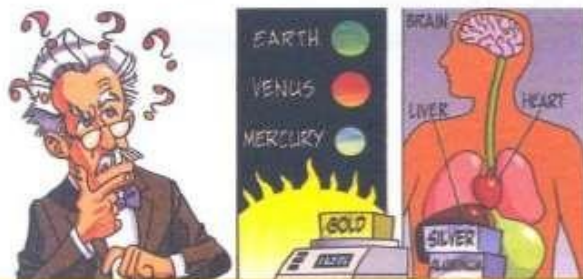
B GROUP WORK Choose a name for your restaurant. Write it at the top of the menu.

C CLASS ACTIVITY Compare your menus. Which group has ...?

- the most interesting menu
- the most typical menu
- the healthiest menu
- the cheapest prices
- the best name for a restaurant

Interchange 14 HOW MUCH DO YOU KNOW?

A PAIR WORK Take turns asking and answering these questions. Check (✓) the answer you think is correct for each question.



World Knowledge Quiz

- | | | | |
|-------------------------------------|---------------------------------------|---|---|
| 1. Which animal lives the longest? | <input type="checkbox"/> a whale | <input type="checkbox"/> an elephant | <input type="checkbox"/> a tortoise |
| 2. Which one is the tallest? | <input type="checkbox"/> an elephant | <input type="checkbox"/> a giraffe | <input type="checkbox"/> a camel |
| 3. Which of these is the heaviest? | <input type="checkbox"/> the brain | <input type="checkbox"/> the heart | <input type="checkbox"/> the liver |
| 4. Which planet is the smallest? | <input type="checkbox"/> Mercury | <input type="checkbox"/> Venus | <input type="checkbox"/> Earth |
| 5. Which planet is the largest? | <input type="checkbox"/> Jupiter | <input type="checkbox"/> Saturn | <input type="checkbox"/> Neptune |
| 6. Which metal is the heaviest? | <input type="checkbox"/> gold | <input type="checkbox"/> silver | <input type="checkbox"/> aluminium |
| 7. Which country is the driest? | <input type="checkbox"/> Egypt | <input type="checkbox"/> Peru | <input type="checkbox"/> Chile |
| 8. Which is closest to the equator? | <input type="checkbox"/> Malaysia | <input type="checkbox"/> Colombia | <input type="checkbox"/> India |
| 9. Which place is the wettest? | <input type="checkbox"/> Kuala Lumpur | <input type="checkbox"/> Bogor, Indonesia | <input type="checkbox"/> Manaus, Brazil |
| 10. Which ocean is the deepest? | <input type="checkbox"/> the Pacific | <input type="checkbox"/> the Arctic | <input type="checkbox"/> the Indian |

Correct answers: 1. a whale 2. a giraffe 3. the brain 4. Mercury 5. Jupiter 6. gold 7. Egypt 8. Malaysia 9. Kuala Lumpur 10. the Pacific

How many did you get correct?

- 10 Perfect! Brilliant! You should be a teacher.
- 9-8 Very good! Do you watch lots of TV game shows?
- 8-6 Just OK. How often do you go to the library?
- 5-4 Oh, dear. You should never be on a quiz show.

B PAIR WORK Create your own quiz. Write 3 to 5 questions. Then ask the questions to another pair.

Interchange 15 WEEKEND PLANS

A CLASS ACTIVITY What are your classmates' plans for the weekend? Go around the class and find people who are going to do these things. For each question, ask for further information.

Find someone who is going to...	Name	Home
go out of town		
meet friends		
stay out late		
visit relatives		
go to a party		
see a live performance		
play video games		
study for a test		
exercise		
buy something for someone		

- A: Omas, are you going to go out of town this weekend?
- B: Yes, I am.
- A: What are you going to do?
- B: My friend Tom and I are going to go camping in the mountains.



B PAIR WORK Compare your information with a partner. Who is going to do something fun? physical? serious?

Realia

Realia refers to authentic objects from real life that one uses in the classroom to teach a specific concept. Realia can be both physical and virtual, as long as it is something used in the real world.

Many proponents of CLT have advocated the use of “authentic,” “from life” materials in class. These include: signs, magazines, advertisements, newspapers, pictures, and symbols



Advantages of Communicative Approach

- ✓ Development of communicative competence.
- ✓ More exposure to target language.
- ✓ Healthy relationships.
- ✓ Active interactions.
- ✓ Consideration for all skills.
- ✓ Individual attention.
- ✓ People centredness.
- ✓ Contextualisation. (To place something or someone in a particular context.)
- ✓ Develops pupils confidence.

Limitations of Communicative Approach

- ❖ Over emphasis on oral work.
- ❖ Ignorance on systematic teaching of grammar.
- ❖ Over Consumption of time.
- ❖ Lack of instantaneous correction.
- ❖ Lack of appropriate syllabus.
- ❖ Fluency is considered as primary and accuracy is considered as secondary is contentious.
- ❖ Essentiality of highly competent teachers.

thank

YOU

so
much