

Communicative Language Teaching

July 20, 2012

Communicative Language Teaching

- "Perhaps the greatest contribution of CLT is asking teachers to look closely at what is involved in communication."
- "Has a great deal of flexibility which has allowed it to endure for thirty years"

Communicative Language Teaching

- Aims to make communicative competence the goal of language teaching
- The goal of most methods of language teaching

Communicative Language Teaching

- Theory of Language Learning
- Two basic premises:
 - (1) language is a tool for communication
 - (2) students learn language by using it to communicate.

Communicative Language Teaching - Communicative Competence

- Communicative competence
- The degree to which language learners are able to make meaning and interact with others

Communicative Language Teaching-Communicative Competence

- Grammatical competence
- Knowledge of phonology, orthography, vocabulary, and rules for forming words and sentences

Communicative Language Teaching-Communicative Competence

- Sociolinguistic competence
- Ability to express appropriate meanings in different social contexts

Communicative Language Teaching-Communicative Competence

- Discourse competence
- Ability to use lexical and grammatical devices for cohesion, and to structure one's discourse coherently

Communicative Language Teaching-Communicative Competence

- Strategic competence
- Ability to compensate for imperfect knowledge of the language, as well as for background noise, interruptions, etc.

Communicative Language Teaching

- Three theories of language learning used by CLT
 - Krashen's comprehensible input hypothesis
 - Swain's output hypothesis
 - Long's Interaction Hypothesis

Communicative Language Teaching

- ◉ Swain's output hypothesis
 - ◉ Students need opportunities to produce "comprehensible output"

Communicative Language Teaching

- Four benefits

- (1) it provides opportunities for meaningful practice that can lead to automaticity

- (2) it forces learners to recognize what they do not yet fully know

Communicative Language Teaching

- (3) it provides the opportunity to test hypotheses by trying out different ways of saying things to see if they work
- (4) it provides the opportunity for learners to receive feedback on their language use.

Communicative Language Teaching

- Long's Interaction Hypothesis
- the "negotiation of meaning"
- The process in which learners modify their speech in order to make it more understandable to their partner.
 - More on this in Task-based Language Teaching section

Communicative Language Teaching - Some Techniques

- Activities have three things in common:
 - (1) Information gap
 - One person knows something the other person does not
 - Can be one-way or two-way.

Communicative Language Teaching - Some Techniques

- Activities have three things in common:

- (2) Choice

- The speaker has a choice of what and how to say something

Communicative Language Teaching - Some Techniques

- Activities have three things in common:

- (3) Feedback

- The speaker can evaluate their ongoing exchange by what their listener does and says

Communicative Language Teaching- Some Techniques

- Authentic language materials
- For beginning students, rather than native-speaker level materials, ones that are realistic.
- What is important is that these materials are used in a way that is real for the learners.

Communicative Language Teaching- Some Techniques

- Language Games

- Students find them enjoyable and give communication practice

Communicative Language Teaching- Some Techniques

- Role-Play

- Give students more of an opportunity to practice different social roles and to use language

Communicative Language Teaching- Some Techniques

- The learner needs knowledge of forms and meanings and functions and must also take into consideration the social situation

Communicative Language Teaching #1

- ◉ 1. What are the goals of teachers who use this method?
 - ◉ To enable students to communicate in the target language
 - ◉ different forms for a single function
 - ◉ a single form for different functions

Communicative Language Teaching #2

- ② 2. What is the role of the teacher?
What is the role of the students?
- ② The teacher facilitates communication
- ② Students are communicators actively engaged in the negotiation of meaning

Communicative Language Teaching #3

- 3 What are some characteristics of the teaching/learning process?
- Everything has a communicative intent

Communicative Language Teaching #4

- 4 What is the nature of student-teacher interaction? What is the nature of student-student interaction?
- The teacher may at times be a presenter of information and at times a facilitator.

Communicative Language Teaching #5

- How are the feelings of the students dealt with?
- Students will be more motivated since they feel that they are learning something useful.

Communicative Language Teaching #6

- 6 How is language viewed? How is culture viewed?
- Language is for communication
- Culture is the everyday life of the native speakers

Communicative Language Teaching #7

- ◉ 7 What areas of language are emphasized? What language skills are emphasized?
- ◉ Language functions over forms
- ◉ At the discourse level form the beginning
- ◉ ALL four skills from the beginning

Communicative Language Teaching #8

- ◉ 8 What is the role of the students' native language?
- ◉ Students' L1 permitted but L2 is used at all possible times
- ◉ For classroom directions as well

Communicative Language Teaching #9

- 9 How is evaluation accomplished?
- Accuracy and fluency both are evaluated

Communicative Language Teaching #10

- 10 How does the teacher respond to student errors?
- Form errors tolerated during fluency practice but these errors may show up as topics in a form-based lesson

Communicative Language Teaching