ZHYTOMYR POLYTECHNIC STATE UNIVERSITY

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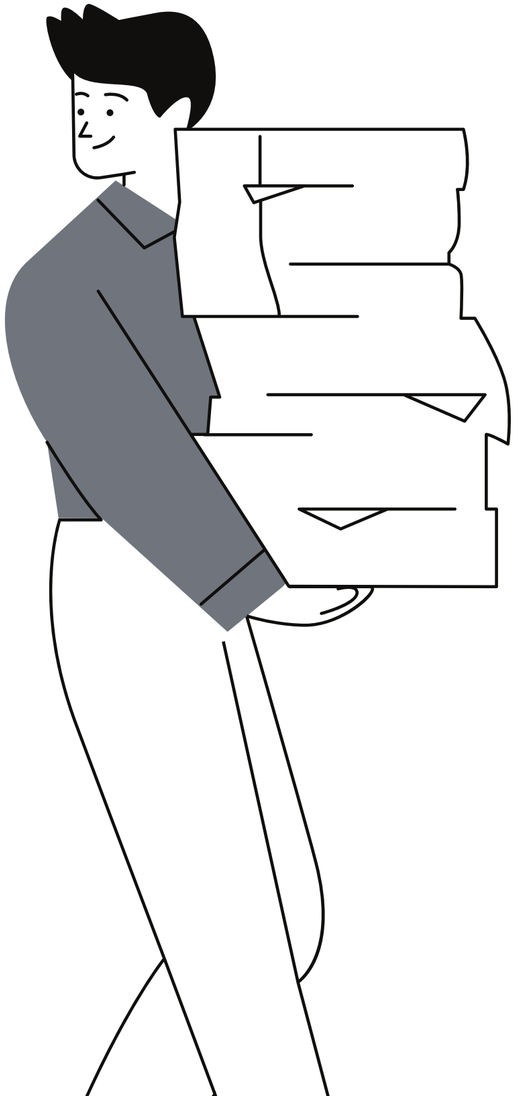
Principles of Communicative Language Teaching



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PLAN

1. Methods and approaches in ELT
2. The main principles and features of CL
3. Characteristics of a communicative task
4. Creating conditions for communication in the classroom.

EARLY METHODS:

- GRAMMAR-TRANSLATION

This method of teaching focused mainly in memorising rules and applying them to translate different texts.

- DIRECT METHOD

is based on the direct involvement of the student when speaking, and listening to, the foreign language in common everyday situations. Consequently, there is lots of oral interaction, spontaneous use of the language, no translation, and little if any analysis of grammar rules and syntax.

– THE READING METHOD

The aim of this method was to teach the language through reading comprehension. In order to do so different reading materials such as graded readers and small texts were used.

– BEHAVIOURISM — AUDIOLINGUALISM

The idea behind this natural method is that students will learn English in the same way they learnt their mother tongue language. Therefore, students are not required to learn it in a comprehensive way. For this reason, the oral and listening skills are considered more important than the written and reading ones. But this method was proved to be not very successful when applied during classes with students that were older than six years of age because after that age, languages are not interiorized in the same way.

RECENT METHODS:

- TOTAL PHYSICAL RESPONSE

a method of teaching language or vocabulary concepts by using physical movement to react to verbal input.

PRESENT-DAY METHODS:

- COMMUNICATIVE LANGUAGE TEACHING

This method has been used since the 1970s and its main objective is to achieve communicative competence. This is accomplished when the students work on the the four language competences: linguistic, pragmatic, discourse and strategic. To achieve this, the learner is placed at the centre and different activities are designed with the aim to get students' creativity.

- TASK-BASED LEARNING

This method unifies the theory of the communicative method and of the social constructivism. In this way, students use English to communicate with each other to carry out different tasks. Doing this, they are both practicing and learning new language by completing the different tasks designed by the teacher.

Ten Core Assumptions in CLT:

1. **Engaging in interaction and meaningful communication facilitates language learning.**
2. **Effective classroom learning tasks provide students with the opportunities to extract meaning, expand language, notice how language is used, and take part in a meaningful interpersonal exchange.**
3. **Meaningful communication occurs when students process content that is relevant, purposeful, interesting, and engaging.**
4. **Communication is a comprehensive process that often calls upon the use of several language skills.**
5. **Language learning is facilitated both by activities that:**
   - **involve inductive or discovery learning of language rules, and**
   - **involve the analysis of language rules.**

6. Language learning is a gradual process that involves creative use of language, and trial and error.
7. The ultimate goal of language learning is to be able to use the new language both accurately and fluently.
8. Learners develop their own routes to language learning, progress at different rates, and have different needs and motivations for language learning.
9. The role of the teacher in the language classroom is that of a facilitator, who creates a classroom climate conducive to language learning and provides opportunities for students to use and practice the language and to reflect on language use and language learning.
10. The classroom is a community where learners learn through collaboration and sharing.

Principles of Communicative Language Teaching:

- Make real communication the focus of language learning.
- Provide opportunities for learners to experiment and try out what they know.
- Provide opportunities for learners to develop both accuracy and fluency.
- Link the different skills such as speaking, reading, and listening together, since they usually occur so in the real world
- Let students induce or discover grammar rules.
- Be tolerant of learners' errors as they indicate that the learner is building up his or her communicative competence.
- Focus more on achieving communicative competence with students without neglecting grammatical competence and on fluency without neglecting accuracy.

Grammatical Competence VS. Communicative Competence

To achieve grammatical competence, Students learn the rules of sentence formation in a language.
But to achieve communicative competence students learn language through activities and they learn sentence formation and its use at the same time.

About the Grammatical Competence:

The ability to produce sentences in a language.
The knowledge of the building blocks of sentences (e.g. parts of speech, tenses, phrases, clauses, sentence patterns) and how they are formed.
The unit of analysis and practice is typically the sentence.
Accuracy is the main goal to achieve when learning a language

About the Communicative Competence:

Communicative competence includes knowing how to:
Use language for a range of different purposes and functions.
vary our use of language according to the setting and the participants.
Produce and understand different types of texts (e.g. narratives, reports, interviews, conversations)
Maintain communication despite having limitations in one's language knowledge.
Achieve fluency, as well as accuracy.

Fluency

Fluency Activities:
Reflect the natural use of language.
Focus on achieving communication.
Require meaningful use of language.
Require the use of communication strategies.
Produce language that may not be predictable.
Seek to link language use to context.

vs.

Accuracy

Accuracy Activities:
Reflect classroom use of language.
Do not require meaningful communication.
Focus on the correct formation of examples of language.
The choice of language is controlled.
Produce free-error sentences.
Practice language out of context.

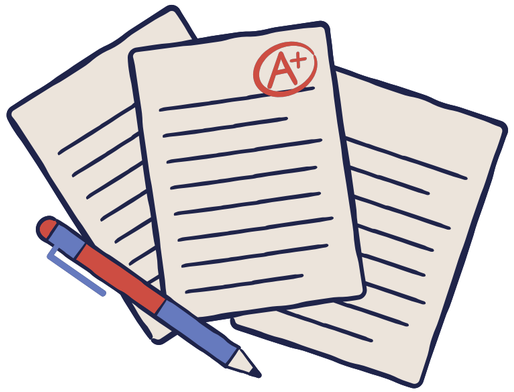
How Authentic Materials Fit with the Communicative Approach:

Authentic Material is key to helping students develop their grammar and vocabulary while exposed to listening, speaking, reading, and writing activities.

Authentic Material allows teachers to supplement or eventually replace the boring ESL textbook.

Authentic material sources most commonly used in the classroom:

Ad Banners, advertisements, billboards
Catalogs, college and university brochures, flyers, travel brochures
Movies, scripts, commercials
Radio shows, newspapers, Internet websites, magazines, TV shows
Social media, YouTube, phonebooks
Ticket stubs, manuals, menus, maps
Greeting cards, horoscopes



Material	Activity / Task	Level
Flyers & Catalogues	Vocabulary and Bingo games	Beginner
Menu	Practice ordering / Role-play	Beginner – Low intermediate
Horoscopes	Future Tense / Conditionals	Intermediate
Ticket stubs & Travel Brochures	Writing a travel journal or a short story	High intermediate
Advertisements	Reading Comprehension, Vocabulary and Media study	Advanced

Myth: The Communicative Approach Does Not Pay Attention to Grammar Structure

The style of English used in Authentic Material is natural and communicates whatever the material was created for, rather than teaching a particular structure. For this reason, some critics indicate that the Communicative Approach does not place sufficient emphasis on grammar rules, so the method could not properly teach grammatical competence.

Placing too much emphasis on games or authentic material can lead to a fun and engaging lesson, but the students do not learn anything of value. This is common when people take a sub-par TEFL certification course that lacks comprehensive training in lesson planning. Teachers need to be proficient in grammar rules and have the ability to structure a lesson plan that properly follows each stage of the Communicative Approach.

Teaching Integrated Skills with the Communicative Approach

One of the benefits of the Communicative Approach the other major ESL lesson planning frameworks under the umbrella of the Communicative Language Teaching method, is that teachers can integrate a grammar or vocabulary lesson with receptive and productive language skills.

Reading and listening involve receiving information and so they are called the **receptive skills.** Speaking and writing are known as the **productive skills** because they involve producing words, phrases, sentences and paragraphs.

Thank you for attention.