

# **Language Teaching: CLT**

## **The Communicative Language Teaching**

# **Language Teaching:CLT**

**This is a British Approach that followed Oral Approach or Situational Language Teaching (simultaneous with Direct Method).**

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**Innateness and Generativity of language were important (under Chomsky's influence).**

**Comsky's linguistic competence ignored communication.**

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**Hymes claims that linguistic competence (knowledge of vocabulary and grammar) is necessary but not enough.**

**We can not get ready for communication if just vocabulary and structure are worked on.**

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- **Hymes proposes Communicative competence as an alternative and expansion of linguistic competence.**
- **When we communicate we need to know**
  - **Formal accuracy**
  - **Feasibility**
  - **Appropriateness**
  - **Contextual entailments (done, actually performed or what it entails)**

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- Halliday emphasized functions of language
  - Instrumental (gettings things and getting things done)
  - Regulatory (controlling others)
  - Interactional (interact with others)
  - Personal (express the self)
  - Heuristic (to learn, discover)
  - Imaginative (create imagination)
  - Representational function (convey meaning)

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- Thus knowing a language involves more than one type of competence (Canale and Swain, 1980)
  - Grammatical competence
  - Sociolinguistic competence
  - Discourse competence
  - Strategic competence

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- **Theory of language:**
  - Language is a system for expressing meaning
  - The primary function is interaction and communication
  - The structure reflects the function of the language
  - The primary units are structural units functions and communicative meaning as exemplified in discourse.



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**Functions are what we do with the language, but Notional categories are: time, sequence, quantity, location, frequency.**

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**All these functions happen  
inside a social context. Wilkin's  
Functional Notional Approach  
formed the basis of  
Communicative Approach.**

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**Knowledge of forms, meanings and functions can be positive if they help the learner in the process of meaning exchange .**

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**There are two versions of  
Communicative Approach:**

- 1. Weak Version (standard): the goal is to provide chances to use English for communication.**

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**This is called ‘learning to use’ or  
‘language for communication’.**

**2. Strong Version: language as  
communication – using  
language to learn.**

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- Theories of Learning
- Observations from SLA research
  - Natural, real use leads to acquisition
- Skills learning
  - Language as a skill is learnt best through practice. Use the language to learn it better.
- Important principles
  - Real communication promotes learning
  - Carrying out meaning tasks promotes learning.
  - Meaningful language promotes learning.

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**What is the goal of the teacher?  
(objectives)**

**To develop communicative competence  
in the learners. Form, meaning and  
function are all critical.**

**Meet students communicative needs.  
Needs can vary from one learner to  
another, from one situation to another.**

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- The syllabus:
  - Different types of syllabi are used
    - Structures plus functions
    - Functional spiral around a structural core
    - Functional
    - Notional
    - Interactional
    - Task-based
    - Learner-generated



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- Types of learning and teaching activities
  - Anything that has to do with daily life
  - Real use (authentic use)
    - Functional communication
      - Tasks, picture & table competition, problem-solving
    - Social interaction activities
      - Dialogues, role-plays, simulations, skit, improvisations, debates.
  - Communicative activities
    - Information gap
    - Choice
    - Feedback
  - Negotiation of meaning
  - Interaction

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**Note: information gap is a critical issue: a real interaction is made to exchange meaning – to reveal make unknown information.**

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## **Techniques and materials:**

- 1. Authentic materials &  
authentic use of materials  
(real world)**
- 2, scrambled sentences  
(cohesion and coherence)**

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- 3. Language games (information gap, choice and feedback)**
- 4. Picture strip story (information gap, team work, problem solving and negotiating meaning)**

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**What is the role of the student?**

**The learner is a communicator,  
actively engaged in transferring  
meaning and a responsible  
manager of the social activities.**

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**What are the roles of the teacher?**

- 1. Facilitator of learning process,**
- 2. Manager of classroom activities,**
- 3. Advisor,**
- 4. Co-communicator,**
- 5. needs analyst**

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**The nature of student-teacher interaction?**

**The teacher is the initiator of activities. The interaction is basically student-student.**

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- Materials
  - Texts
    - Visuals, audios, newspaper (articles, adds, timetables) letters, recipes, etc. Anything real
  - Tasks
    - Games, role-play, problems, puzzles, jigsaw (texts can be used to create tasks), picture strips
  - Realia
    - Authentic, from real life



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- Procedures may vary.
- May start from gaining control over structures first to directly starting to communicate. A typical PPP procedure follows
  - Pre-communicative activities
    - Structural activities
    - Quasi-communicative activities
  - Communicative activities
    - Functional communication activities
    - Social interaction activities

- OBSERVATIONS FROM DIANE  
LARSEN-FREEMAN AND DISCUSSION  
OF PRINCIPLES

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## **Principles:**

- 1. Authentic language in real context:sports columns from a recent newspaper**

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**2. Ability to figure out someone's intentions:communicative competence**

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**3.Language: a vehicle for communication, not the object of study (language for communication).**

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- 4. One function in different linguistic forms (the goal is to convey meaning with any possible and suitable form).**

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**5. Language use at higher levels  
(supra sentential, text or  
discourse level).**

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**Note: Discourse or communication has three elements: 1. Real communication (information gap), 2. Task based activities, 3. Meaningfulness (authenticity).**



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**In discourse analysis: cohesion  
(physical connectedness) and  
coherence (connectedness in  
meaning)**

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**6. The importance of games as real communication (task based activities)**

**Note: Immediate feedback ensures the learner of the result.**

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**7. Opportunities for self expression**

**8. Errors as natural outcome of development of communication skills.**

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**9. Establishment of situations to promote communication (strip story).**

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**10. Cooperation and team work as a chance to negotiate meaning.**

**11. Role play as an example of social context (language for communication)**

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**12. Language forms with respect to social communicative norms (talking to your boss vs. talking to your colleague)**

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**13. The teacher as an advisor  
giving guidelines to groups**

**14. A choice about what to say  
(linguistic competence) and  
how to say (communicative  
one).**

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**15. Grammar and vocabulary  
from functions, situational  
context and roles.**



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**16. Listening to authentic language as homework.**

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**How about the student's feelings?**

**The students are more motivated if they do something real and purposeful with the language.**

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**Note: Team work and cooperation also fosters the feeling of security. They integrate L2 with their personality.**

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**How are language/culture viewed?**

**Language: form, meaning and function. Culture is part of real communication (e.g., the use of nonverbal behavior).**

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**The important areas of language?**

**Functions over forms. The syllabus is functional and a variety of form are introduced in each function.**

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**Note: at first easier functions are used to introduce easier forms. In general function determines form not the other way round.**

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**Note: the students learn about cohesion and coherence in real communication, not in an explicit way (by scrambling and unscrambling the text).**

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**What is the role of L1?**

**L1 has almost no role.**

**Communication happens in L2  
context.**



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**How is evaluation  
accomplished?**

**Both accuracy and fluency are  
evaluated. The ideal learner is a  
the best communicator. The  
use of forms is not valuable by  
itself.**

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**Note: Evaluation here is informal and happens in the process of acting communicatively. But the test is a communicative test which deals with functions.**

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**Note: the tests are integrative such as writing a letter to a friend which is a function and conveys meaning. It is also a social activity.**

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**How are the errors treated?**

**Errors of form are tolerated as a natural outcome. Linguistic knowledge is not very critical for communicative ability.**

