



Lecture on Methods of Teaching English

Third Year

By

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Communicative Language Teaching

University Lectures for Third-Year English Department
Students

Based on the assigned curriculum book

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1. What is CLT?



Communicative Language Teaching (CLT) aims to make communicative competence the goal of language teaching.

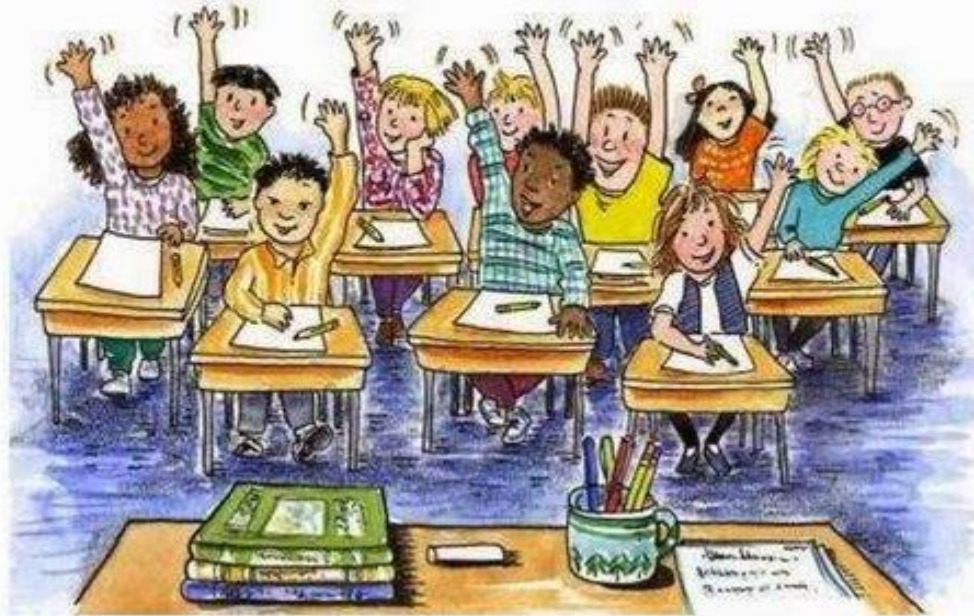
Students need more than grammatical knowledge: they need to know when and how to say what to whom.

Language is fundamentally social, so meaning depends on functions, context, and interaction.

CLT is flexible; classroom practices can differ according to how its principles are interpreted.

2. The Goal: Communicative Competence

TECHNIQUES



Communicative language teaching uses almost any activity that engages learners in authentic communication. functional communication activities in which communication is involved, and social interaction activities, such as conversation and discussion sessions, dialogues and role plays.

3. Teacher and Student Roles

Teacher: facilitates communication and establishes situations likely to promote it.

Teacher: advises, answers questions, monitors performance, and may participate as a co-communicator.

Students: act as communicators and actively work to make themselves understood.

Student responsibility increases because the teacher is less dominant than in strongly teacher-centered approaches.



9. Interaction and Collaboration

Students interact in pairs, triads, small groups, and sometimes as a whole group.

Cooperative interaction gives learners more time to communicate.

Students have opportunities to express ideas and opinions.

Small-group work supports negotiation of meaning and communicative practice.



10. Errors, Fluency, and Accuracy

Errors are tolerated as a natural outcome of developing communication skills.

During a fluency activity, the teacher may note an error and return to it later.

Accuracy-focused work can follow communicative practice.

The response to an error depends on the purpose and stage of the activity.



11. Sample CLT Lesson Sequence

1. Start with authentic or meaningful input.
2. Ask learners to interpret meaning or intention.
3. Move into pair/group communication with an information gap or prediction task.
4. Use a role-play requiring socially appropriate language.
5. Monitor and advise while students communicate.
6. Review useful vocabulary and language forms after the communicative work.

