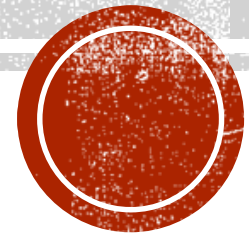


COMMUNICATIVE LANGUAGE TEACHING



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2020-21

OBJECTIVES

- DEFINITION OF CLT
- CHARACTERISTICS
- PRONCIPLES
- ACTIVITIES AND TASKS
- ADVANTAGES AND DISADVANTAGES OF CLT



WHAT IS CLT?

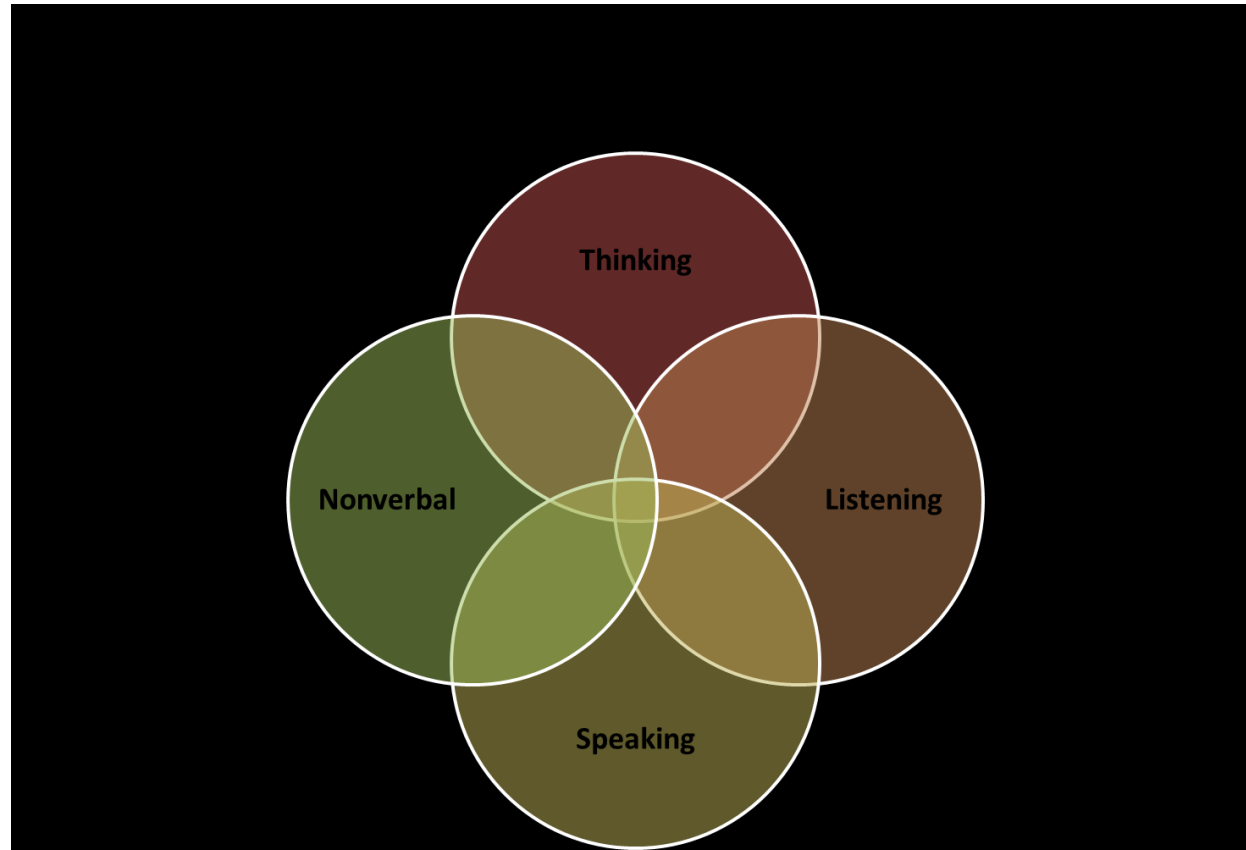
- The “communicative approach to the teaching of foreign languages” — also known as Communicative Language Teaching (CLT) or the “communicative approach” — emphasizes learning a language through genuine communication.
- **Communicative language teaching** (CLT) is an approach to the teaching of second and foreign languages that emphasizes interaction as both the means and the ultimate goal of learning a language. It is also referred to as “communicative approach to the teaching of foreign languages” or simply the “communicative approach”.



- Language learners in environments utilizing CLT techniques learn and practice the target language through interaction with one another and the instructor, study of "authentic texts" (those written in the target language for purposes other than language learning), and use of the language in class combined with use of the language outside of class.
- An effective knowledge of a language is more than merely knowing vocabulary and rules of grammar and pronunciation. Learners need to be able to use the language appropriately in any social context. Theorists agree that meaningful communication supports language learning and that classroom activities must focus on the learner's authentic needs to communicate information and ideas.
- Grammar, pronunciation, and vocabulary are, of course, necessary parts of effective communication. With the communicative method, two primary approaches may be taken:
 - 1-Some teachers prefer to teach a rule, then follow it with practice.
 - 2-Most, though, feel grammar will be naturally discovered through meaningful communicative interaction.



FOUR COMMUNICATION SKILLS



CHARACTERISTICS

- It aims to make learners to attain communicative competence so the learners can use language accurately and appropriately.
- The major focus while using CLT approach is on the learners. The teacher is just the facilitator. The teacher is a person who manages the environment and helps the learners to become autonomous.
- The syllabus emphasizes the functional use of language. The syllabus is relying on the authentic materials. The tasks which are assigned to the learners have purposes and meanings.
- Communicative activities enable the learners to attain communicative objectives of the curriculum, engage learners in communication, and require the use of such communicative processes as information sharing, negotiation of meaning, and interaction (Richards & Rodgers 1986:76).



PRINCIPLES OF CLT

- Language learning is learning to *communicate* using the target language.
- The language used to communicate must be appropriate to the situation, the roles of the speakers, the setting and the register. The learner needs to differentiate between a formal and an informal style.
- Communicative activities are essential. Activities should be presented in a **situation or context** and have a **communicative purpose**. Typical activities of this approach are: games, problem-solving tasks, and role-play. There should be information gap, choice and feedback involved in the activities.
- Learners must have constant interaction with and exposure to the target language.



- Development of the four macroskills — speaking, listening, reading and writing — is integrated from the beginning, since communication integrates the different skills.
- The topics are selected and graded regarding age, needs, level, and students' interest.
- Motivation is central. Teachers should raise students' interest from the beginning of the lesson.
- The role of the teacher is that of a guide, a facilitator or an instructor.
- Trial and error is considered part of the learning process.
- Evaluation concerns not only the learners' accuracy but also their fluency.



THE ROLES OF LEARNERS IN THE CLASSROOM

- The type of classroom activities proposed in CLT also implied new roles in the classroom for teachers and learners.
- Learners now had to participate in classroom activities that were based on a cooperative rather than individualistic approach to learning.
- Students had to become comfortable with listening to their peers in group work or pair work tasks, rather than relying on the teacher for a model.
- They were expected to take on a greater degree of responsibility for their own learning. And teachers now had to assume the role of facilitator and monitor. Rather than being a model for correct speech and writing and one with the primary responsibility of making students produce plenty of error-free sentences, the teacher had to develop a different view of learners' errors and of her/his own role in facilitating language learning



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