



University of Tikrit

College of Education for Women

Department of English

Subject: General English Language

Stage: 4th Year Students

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Title of Lecture : Characteristics of Communicative

Language Teaching

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The focus of every lesson or part of a lesson should be the performing of some action – learning how to do something, to communicate something which he/she could not do before learning the lesson. Learner can get answer to his/her question i.e. why is he/she learning a particular lesson or any linguistic item. The learner understands the importance of learning the same as it is going to help him/her in day-today communication. So, here a learner understands and then acts.

All these actions can be approached on a variety of different levels of sophistication, and bearing them in mind throughout the teaching/learning process. One of the most significant features of communication is that it is a dynamic and developing phenomenon. In other words it cannot easily be analyzed into component features without its nature being destroyed in the process. It is possible to identify various formal features of the way language is used communicatively and these can be studied individually. But the ability to handle these elements in isolation is no indication of ability to communicate. What is needed is the ability to deal with strings of sentences and ideas and in the oral modes processed in real life situations.

Thus, a crucial feature of a communicative method is that it operates with stretches of language above the sentence level, and operates with

real language in real situations. Interestingly, this principle may lead to procedures which are themselves either synthetic or analytic. A synthetic procedure would involve students in learning forms individually and then practicing how to combine them; an analytic procedure would introduce complete interactions of texts and focus for learning purposes on the way these are constructed. So, language used in the whole context is more useful than only studying the parts of it.

Principles of Communicative Language Teaching

'Authentic language' in real context should be introduced in the classroom whenever possible. It is the language used for day-to-day communication or functional purpose. By teaching language, learner should be able to make out speaker's or writer's intention. So that they will be communicatively competent.

There should be connectivity among all the language skills such as listening, speaking, reading and writing together since they are regularly used in real life. The target language is a vehicle for classroom communication, not just the object of study. Hence, attention should be given to teaching language for communication. In CLT, games, role plays, group work, pair work, etc. play an important role as they have certain feature in common to learn language effectively. Errors are

tolerated and treated as a natural outcome of the development of communication skills.

Proper situations should be created by the teacher so as to promote communication in the classroom. The social contexts of the communicative situations are essential for giving meaning to the utterances. The grammar and vocabulary that the students learn follow from the functions, situational context and the role of the interlocutors.