



Tikrit University

College of Education for Women

English Department

Subject: Methods of Language Teaching

Class: 3rd class

Lecturer: Prof.Dr. Madeha Saif Al-Deen Saleh

dr.al-sumaidai@tu.edu.iq

Communicative Language Teaching

The Communicative Approach is based on the idea that learning a language successfully comes through having to communicate real meaning. In the Communicative Approach, the main objective is to present a topic in context as natural as possible. The term "Communicative Language Teaching" (CLT) means different things to different teachers. To some teachers, it simply means a greater emphasis on the use of the target language in the classroom, and in particular, a greater emphasis on oral activities. To other teachers, communication entails the exchange of unknown information between interlocutors. And finally, some teachers understand communication in the most global, anthropological terms, that is, as a cultural-bond system for making meaning. Despite their various definitions of CLT, all the module instructors seem to advocate for a communicative approach.

Have you heard educators use the term "Communicative Language Teaching?" What did they mean by this term? Did you notice different emphases? What is your own definition? Do you teach for communication?.

Authentic Texts in the Foreign Language Classroom

Discussions about real-life language use often mention the role of authentic texts and authentic materials. Authentic language as "language produced by native speakers for native speakers to be consumed in a native environment." But this leads to further questions about the appropriate use of authentic texts in a foreign language classroom. After all, the classroom is not to be confused with the native environment.

The main principles of CLT:

1-Classroom instruction was conducted exclusively in the target .
.language

- .2-Only everyday vocabulary and sentences were taught .
- 3-Oral communication skills were built up in carefully graded progression organized around question-answer exchanges between .teachers and students in small, intensive classes
- .4-Grammar was taught inductively .
- .5-New teaching points were introduced orally .
- 6-Concrete vocabulary was taught through demonstrating, objects . and pictures; abstract vocabulary was taught by association of ideas.
- .7-Both speech and listening comprehension were taught .
- 8-Correct pronunciation and grammar were emphasized .

Main Features and Techniques

- .1-Meaning is paramount
- 2-Dialogues, if used, enter around communicative functions and are not .normally memorized
- 3-Contextualization is a basic premise. (Meaning cannot be understood out of context. Teachers using this approach will present a grammar topic in a meaningful context. Example: If the new topic to teach is Present Continuous, the teacher will not mime the action of 'walking' and ask: What am I doing? I am walking. Instead, the teacher will show, say, pictures of her last trip and tell the students something like: I have pictures of my vacation. Look, in this picture I am with my friends. We are having lunch at a very expensive restaurant. In this other picture, we .are swimming at the beach
- 4-Language learning is learning to communicate and effective communication is sought. (When learners are involved in real communication, their natural strategies for language acquisition will be (.used, and this will allow them to learn to use the language
- .5-Drilling may occur, but peripherally

.6-Comprehensible pronunciation is sought

.7-Translation may be used where students need or benefit from it

.8-Reading and writing can start from the first day

9-Communicative competence is the desired goal (i.e., the ability to use
.the linguistic system effectively and appropriately

10Teachers help learners in any way that motivates them to work with
.the language

11-Students are expected to interact with other people, either in the
flesh, through pair and group work, or in their writings

Communicative Language Teaching (CLT) emphasizes real-life
communication and the development of communicative competence in
language learners. Here are some implications of CLT:

Focus on Communication Skills: CLT prioritizes the development .1
of speaking, listening, reading, and writing skills in authentic
communicative contexts. Language learning is viewed as a tool for
meaningful communication rather than just the acquisition of
grammatical rules and vocabulary.

Student-Centered Approach: CLT shifts the focus from the teacher .2
as the primary source of knowledge to the learner as an active
participant in the learning process. Students are encouraged to
take on a more central role in classroom activities, fostering
autonomy and motivation.

Authentic Materials and Tasks: CLT advocates for the use of .3
authentic materials and tasks that reflect real-world language use.
This can include authentic texts, audiovisual materials, and
communicative activities that simulate genuine communication
situations.

Interactive Learning Activities: CLT promotes interactive learning .4
activities such as pair work, group discussions, role-plays, and
simulations. These activities provide opportunities for students to

practice using language in meaningful contexts, negotiate meaning, and develop communication strategies.

Language Input Variation: CLT encourages exposure to a variety .5 of language input, including different accents, dialects, and registers. This helps students develop flexibility and adaptability in their language use, preparing them for communication in diverse contexts.

Error Correction: Error correction in CLT is viewed as a natural .6 part of the learning process rather than something to be avoided or punished. Teachers provide corrective feedback in a supportive and constructive manner, focusing on communication effectiveness rather than accuracy alone.

Cultural Awareness: CLT emphasizes the importance of cultural .7 awareness and sensitivity in language learning and communication. Students learn not only linguistic skills but also cultural norms, customs, and conventions that influence communication in the target language.

Task-Based Learning: CLT often incorporates task-based learning .8 approaches, where language learning tasks are designed to achieve specific communicative goals. Tasks are meaningful, goal-oriented activities that require students to use language creatively and problem-solve collaboratively.

Integrated Skills Development: CLT promotes the integration of .9 language skills (e.g., speaking, listening, reading, writing) in classroom activities and tasks. Language learners are encouraged to use a combination of skills to accomplish communicative tasks, mirroring real-world language use.

Assessment and Evaluation: Assessment in CLT focuses on .10 students' ability to communicate effectively in real-life situations rather than solely on linguistic accuracy. Assessment methods may include performance-based tasks, portfolios, interviews, and

self-assessment, allowing for a more holistic evaluation of communicative competence.