



University of Tikrit

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Teaching Language as Communication among People

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❖ What is the main goal of a communicative classroom?

The primary goal of a communicative classroom is student development of communicative competence. This includes development of students' ability to comprehend and produce written and spoken English in communicatively proficient and accurate ways.

Communicative competence has four interrelated components

1- **Grammatical competence** means to be able to recognize the grammatical forms including lexical items, morphological items, syntactic features, and phonological features.

2. **Discourse competency** means the ability to interconnect a series of utterances (written or spoken) to form meaningful text. It also includes text coherence and cohesion. Coherence is "the relation of all sentences or utterances in a text to a single global proposition (or topic), while cohesion provides the smaller structural links between individual sentences, such as in the use of first, second, next, and after this.

2. **Socio-cultural competency** is the ability to use English in social contexts in culturally appropriate ways.

3. **Strategic competency** or the ability to cope with breakdowns in communication, to problem solve in unfamiliar contexts when communication fails, and to draw on strategies that help restore communication.

❖ How Do EFL/ESL Teachers Provide opportunities for Student to Communicate in English?

Some teachers who aim at having a communicative classroom begin lessons with "precommunicative activities". Used with beginning-and intermediate level students. Precommunicative knowledge or skill that compose communicative ability, giving students opportunities to practice them without having to fully engage in communicating meaning.

There are two types of precommunicative activities

structural and quasi-communicative. Structural activities focus on the grammar and vocabulary of English.

Quasi-communicative activities are often in the form of dialogues, focus on how language is used to communicate meaning.

❖ Define Communicative Activities:

Communicative Activities: mean getting students involved in communicating with the teacher and with each other in meaningful ways in English. The students can begin with a task, such as writing and producing their own play, giving oral and written presentations on topics they researched through interviewing and library research, and solving problems in small groups.

❖ What Make a Communicative Classroom Communicative?

- 1-reduction in the centrality of the teacher.
- 2-an appreciation for the uniqueness of individuals.
- 3-chances for students to express themselves in meaningful ways.
- 4- choices, both in relation to what students say and how.

Roles related to the ability to create meaningful interaction:

1- **Needs assessor:** including learning about students' language-learning history, goals, interests, study habits, learning strategies, and language-learning styles. Some teachers use dialogue journals are like informal letters written between the student and the teacher. Dialogue journals can be a way to discover what really bothers students or to discuss personal topics_ for example, why a student is not doing his or her homework or how he or she can overcome excessive anxiety when asked to speak English.

2- **Text adapter:** The text does not ever provide enough ways to promote the kind of interaction the teacher wants to have in the classroom. To foster genuine interaction teachers must go beyond the text adapting materials and activities to the lessons in the text or introducing new activities unrelated to it. We can add such things as role plays, movies, TV shows, songs, readings, and news programs.

3- **Entertainer:** We are sometimes asked to take the role of entertainer. Some students are good at getting us to tell stories about ourselves and others, tell jokes, and even sing. EFL/ESL students can be a great audience, laughing at jokes, attentively listening, and encouraging us to continue.

❖ What problems Do Some EFL/ESL Teacher face when Teaching English as Communication among People?

- 1 -The bandwagon problem
- 2 - The overly anxious problem
- 3 -The engagement problem