

**COMMUNICATIVE LANGUAGE
TEACHING
CLT**

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WHAT IS CLT?

Communicative Language Teaching (CLT) is an approach to language education that places a **primary focus on developing students' communicative competence in the target language.**

It emerged in the **1970s** as a response to the perceived limitations of traditional language teaching methods that primarily emphasized the mastery of linguistic structures. CLT shifts the emphasis from rote **memorization of grammar rules and vocabulary to the development of the ability to use language effectively in real-life communication.**



- **In the 1970s**, a shift occurred in language education from linguistic structure-centered approaches to the more **Communicative Approach**.
- Observations revealed that students could accurately produce sentences in lessons but struggled to use them appropriately in real communication.
- The Communicative Approach **emphasized communicative competence, recognizing the social nature of language use**.
- This shift led to the development of Communicative Language Teaching (CLT), **aiming to make communicative competence the primary goal of language education**.

- CLT is characterized by its **flexibility, lacking closely prescribed classroom techniques**, which has contributed to its endurance over the years.
- Despite its flexibility, CLT's **lack of specific techniques** has resulted in varied classroom practices among teachers.
- CLT is 'fuzzy' in teachers' understanding. Its flexibility also means that classroom **practices differ widely** even when teachers report that they are practicing CLT
- The central focus of CLT is on **communicative competence**, which goes beyond linguistic competence to include knowing when and how to use language in social contexts.

PRINCIPLES OF CLT

Principles of CLT

1. Whenever possible, **authentic language** language as it is used in a real context should be introduced.

2. Being able to figure out the speaker's or writer's intentions is part of being communicatively competent.

3. The target language is a vehicle for classroom communication, not just the object of study.

4. One function can have many different linguistic forms. Since the focus of the course is on real language use, a variety of linguistic forms are presented together. The emphasis is on the process of communication rather than just mastery of language forms.



5. Students should work with language at the discourse or suprasentential (above the sentence) level. They must learn about **cohesion** and **coherence**, those properties of language which bind the sentences together.

6. Games are important because they have certain features in common with real communicative events—there is a purpose to the exchange. Also, the speaker receives immediate feedback from the listener on whether or not she has successfully communicated. Having students work in small groups maximizes the amount of communicative practice they receive.

7. Students should be given an opportunity to express their ideas and opinions.

8. Errors are tolerated and seen as a natural outcome of the development of communication skills. Since this activity was working on fluency, the teacher did not correct the student, but simply noted the error, which he will return to at a later point.

9. One of the teacher's major responsibilities is to establish situations likely to promote communication.

10. Communicative interaction encourages cooperative relationships among students. It gives students an opportunity to work on negotiating meaning.

11. The social context of the communicative event is essential in giving meaning to the utterances.

12. Learning to use language forms appropriately is an important part of communicative competence.

13. The teacher acts as a facilitator in setting up communicative activities and as an advisor during the activities.

14. In communicating, a speaker has a choice not only about what to say, but also how to say it.

15. The grammar and vocabulary that the students learn follow from the function, situational context, and the roles of the interlocutors.

16. Students should be given opportunities to work on language as it is used in authentic communication. They may be coached on strategies for how to improve their comprehension.

COMMUNICATIVE LANGUAGE TEACHING CLT ?



What are the goals of teachers who use the CLT Method?



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The goal is to enable students to **communicate in the target language**. To do so, students need knowledge of the linguistic forms, meanings, and functions.



**What is the role of the teacher?
What is the role of the students?**

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What is the role of the teacher?

What is the role of the students?

The teacher is :

A- a facilitator,

Facilitates communication in the classroom

B- an advisor

Answering students' questions and advising them

C- a co-communicator

Engaging in the communicative activity with students
monitoring their performance

The students are **communicators**. They are actively engaged in negotiating meaning, in trying to make themselves understood.



What are some characteristics of the teaching/learning process?



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A- Everything that is done is done with a communicative intent.

Students use the language through activities such as games and role-plays.

Activities are considered communicative if they have three features in common: information gap, choice, and feedback.

B- the use of authentic materials. Understanding language as it is actually used.

C- In small groups, practicing functional and socially appropriate language.



**What is the nature of student–teacher interaction?
What is the nature of student–student interaction?**



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1. The teacher facilitates communication in the classroom, sometimes communicates with the students, but mostly establishes situations that prompt communication between and among the students.

2. Students interact much with one another through pairs, triads, small groups, and whole group.





How are
the
feelings
of the
students
dealt
With
?

How are the feelings of the students dealt with?

By learning to communicate students will be more **motivated**.

Teachers give students an opportunity to **express and share their ideas and opinions**.

Student **security is enhanced** by the cooperative interactions with other students and the teacher.





How is language viewed? How is culture viewed?

How is the language viewed?

How is culture viewed?

Language is for communication the learner needs not only the knowledge of forms, meanings and functions but also to be aware of the social situation in order to communicate.

Culture is the everyday lifestyle of people including the nonverbal behavior



Listening



Speaking



**What areas of language are emphasized?
What language skills are emphasized?**

Reading



Writing



What areas of language are emphasized?

What language skills are emphasized?

1. Language **functions might be emphasized** over forms.
2. Students work with language at the discourse or suprasentential level.
3. They learn about cohesion and coherence.
4. Students work on all four skills.

What is the role of the students' native language?

A very limited use of the students' native language is permitted in CLT

How is evaluation accomplished?

A teacher evaluates not only his students' accuracy, but also their fluency

Informally: a teacher evaluate his students' performance by being an advisor or co-communicator

Formally: a teacher might ask them to write a letter to a friend

How does the teacher respond to student errors?

Errors of form are tolerated during fluency-based activities

The teacher may note the errors during fluency activities and return to them later with an accuracy based



**REVIEWING THE TECHNIQUES
OF THE CLT METHOD**

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Authentic Materials

Expose students to natural language in a variety of Situations.

Ex: The teacher uses a newspaper article.

Ex: Assigns the students homework, requiring that they learn about two political candidates




Scrambled Sentences


The students are given a passage (a text) in which the sentences are in a scrambled order and asked to unscramble the sentences.


Students might also be asked to unscramble the lines of a mixed-up dialogue.

This type of exercise teaches students about the cohesion and coherence properties of language

SENTENCES
Reorder the mixed-up words to build meaningful sentences!

Two basket the cats there in are 
There are two cats in the basket.

 wears eyeglasses Amy

My curly has hair brother 

Language Games

Games are used frequently in CLT.
They are enjoyable and give students valuable communicative practice.

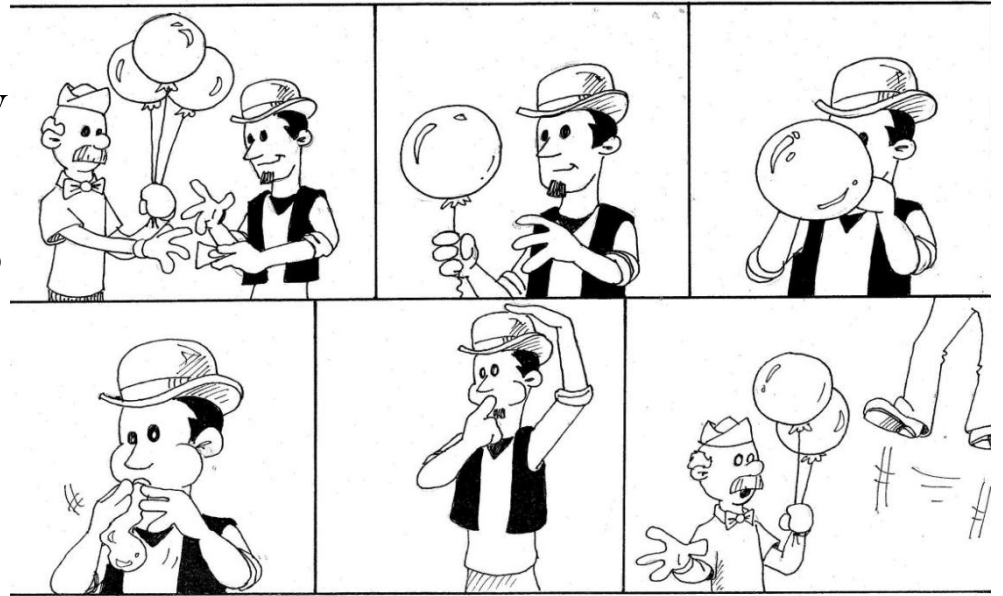
Games that are truly communicative, have the three features of communication: **information gap, choice, and feedback.**

Ex: The card game



Picture Strip Story

One student in a small group is given a strip story. The student showed the first picture of the story to the other members of the group and asked them to predict what the second picture would look like.



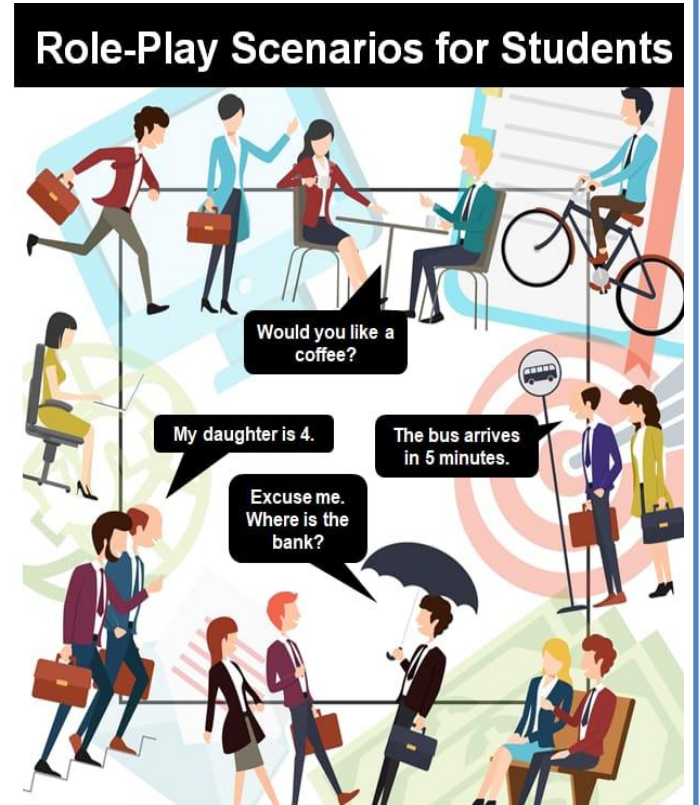
Role-play

Role-plays give students an opportunity to practice communicating in different social contexts and in different social roles.

Role-plays can be set up in two ways:

The teacher tells the students who they are and what they should say.

The teacher tells the students who they are, what the situation is, but the students determine what they will say



YOUR FAVORITE SLIDE

**THANK YOU
FOR BEING HERE**

NOT ABSENT