

# Introduction to Communicative Language Teaching

- Communication outside the classroom.
- More than mastering the linguistic structures was necessary.
- It is also necessary to perform certain functions.
- Communicative competence (knowing when and how to say what to whom) is the goal of language teaching.

## Principles

### 1. Goals of the teachers:

- Enable the students to communicate in the target language through linguistic forms, meanings and functions.

### 2. The role of the teacher and the role of the student:

The teacher is a facilitator; he establishes situations to promote communication.

The students are communicators even though knowing their knowledge of the target language is incomplete.

### 3. Characteristics of Teaching/learning process:

- Everything that is done with communicative intent.
- In communication, the speaker has a choice of what he will say and how he will say it.
- True communication is purposeful.
- The use of authentic materials.
- Activities in CLT are often carried out by students in small groups.

#### **4. The nature of student-teacher and student-student interaction:**

The teacher may present a part of the lesson, facilitator or a co-communicator. Students interact a great deal with one another.

#### **5. The feelings of the students:**

The teachers give students an opportunity to express their individuality by having share their ideas and opinions on a regular basis.

#### **6. How is language viewed? How is Culture viewed?**

Language	Culture
↓	↓
For communication the language	Everyday lifestyle of people who use the language

#### **7. What areas of language are emphasized? What skills of language are emphasized?**

Areas	skills
↓	↓
(Function over Form)	(All four skills)

#### **8. The role of the students' native language:**

Judicious (rational) use is permitted.

#### **9. How is evaluation accomplished?**

The teacher evaluates the students' accuracy and fluency. A teacher can evaluate his students' performance informally in his role as advisor or co-communicator.

**10. How does the teacher respond to students errors?**

He may note the errors during fluency and get back to them with an accuracy-based activity.

**The Techniques:**

1. Authentic materials
2. Scrambled sentences
3. Language games
4. Picture strip story
5. Role play