

Communicative Language Teaching (Ch9)

Introduction

In this lesson, students will learn about Communicative Language Teaching, or CLT. CLT is one way of teaching for the development of communicative competence, which can be defined as the ability to use the language appropriately in a given social situation. CLT tends to emphasize language functions such as requesting, apologizing, or inviting. It has proven to be an extremely influential way of language teaching, even today.

Learning Objectives

- Students will learn about Communicative Language Teaching and its techniques and principles.

Learning Outcomes

- **Principles:** Students will be able to describe key principles of Communicative Language Teaching such as its goal, the difference between “linguistic competence” and “communicative competence”, the importance of social context, and authentic language and communication.
- **Techniques:** Students will be able to describe and express their thoughts about the predominant techniques and resources used in a Communicative Language Teaching lesson.
- **Application:** Students will be able to create a sequence of activities for a given set of resources (i.e., *Information Gap*, *Picture Strip Story*) that follow the principles and techniques of Communicative Language Teaching.

Key Vocabulary

- Language functions (p. 115)
- Linguistic competence (p. 115)
- Communicative competence (p. 115)
- Communicative Approach (p. 115)
- “fuzzy” and flexible (p. 115)
- Authentic language and communication (p. 119, p. 121)
- Communicative event (p. 120)
- Cohesion and coherence (p. 120)
- Social context (p. 121)
- Interlocutor roles (p. 121)
- Morrow’s three characteristics of communicative activities: information gap, choice, feedback (p. 122)
- Authentic materials, scrambled sentences, language games, picture strip story, role-play (pp. 126-128)

Video (watch before class)

- <https://youtu.be/3kRT-rsKxn4>

Understanding Communicative Language Teaching

1. What is the goal of Communicative Language Teaching?
2. What is linguistic competence? What is communicative competence? How are they different?
3. What are language functions?

Experience

4. Consider the Communicative Language Teaching video, the sample lesson in the textbook (pp. 116-119), and the observations and principles of Communicative Language Teaching (pp. 119-125).
 - a) What are the language functions in the lessons?
 - b) Consider Morrow's three features of communication – information gap, choice, and feedback – on textbook pages 122-123. Explain how these three features of communication are incorporated in the lessons.
 - Information Gap
 - Choice
 - Feedback

Reviewing the Techniques

5. Communicative language teaching uses tasks, games, and authentic materials extensively. Look at the list of techniques on textbook pages 126-128.

Technique	How does it work?
Authentic Materials	
Scrambled Sentences	
Language Games	
Picture Strip Story	
Role Play	

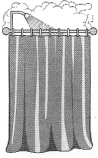








What do you think?

6. Let’s find out what everyone thinks about Communicative Language Teaching. The textbook on page 128 asks several questions for reflection. First, **choose one question** that you want to discuss with your classmates. Second, **prepare a sample answer** to share with the class.
- a) Is achieving communicative competence a goal for which you should prepare your students?
 - b) Would you adopt a functional syllabus?
 - c) Should a variety of language forms be presented at one time?
 - d) Are there times when you would emphasize fluency over accuracy?
 - e) Do these or any other principles of Communicative Language Teaching make sense to you?
 - f) Would you ever use language games, problem-solving tasks, or role-plays? When?
 - g) Should all your activities include the three features of communication?
 - h) Should authentic language be used?
 - i) Why do we say that communication is a process?
 - j) What does it mean to say that the linguistic forms speaker uses it should be appropriate to the social context?

In-Class Activity #1 (Information Gap)

7. In this question, you will apply what you have understood about Communicative Language Teaching. You have been asked to teach a **middle school beginner** language class. Using the resource below:

- Step 1:** Decide what the topic of the activity is.
Step 2: Decide what the function(s) will be.
Step 3: Create instructions to students about how to do the activity.

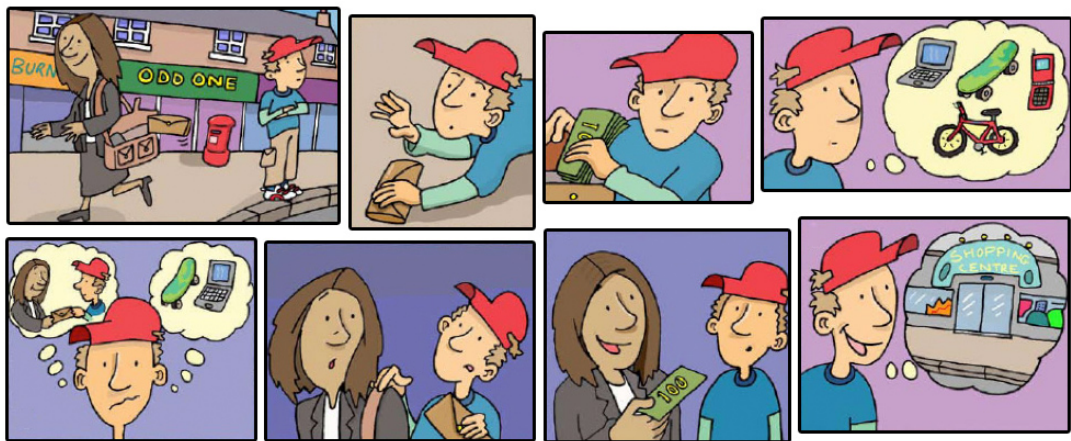
	Student A			Student B		
	Linda	Michael	Michael and Peter	Linda	Michael	Michael and Peter
7:10						
7:25						
20:30						

Source: Brandl, K. (2008). *Communicative language teaching in action*. Upper Saddle River, NJ: Pearson.

In-Class Activity #2 (Picture Strip Story)

8. In this question, you will apply what you have understood about Communicative Language Teaching. You have been asked to teach a **high school intermediate** language class. Using the resource below:

- Step 1:** Decide what the topic of the activity is.
Step 2: Decide what the function(s) will be.
Step 3: Create instructions to students about how to do the activity.



Source: Ur, P. (2009). *Grammar practice activities* (2nd ed.). Cambridge, England: Cambridge University Press.