Communicative Language Teaching Approach

Philip Elwell

Communicative Language Teaching (CLT) Moritz Otten,2021-09-23 Seminar paper from the year 2021 in the subject Pedagogy - The Teacher, Educational Leadership, grade: 1,0, University of Duisburg-Essen, language: English, abstract: The main goal of this paper is to clarify and ask how important is the role of teachers in Communicative Language Teaching (CLT)? To answer this question, CLT is first defined. After that, the development of CLT will be looked at, followed by the most important core assumptions. Then it becomes more school specific and the influence of CLT on the EFL classroom will be analysed, where two other teaching methods that have their origin in CLT will be introduced. Foreign languages are an important topic in schools, while especially the English language is foregrounded. Learning the English language here in Germany is obligatory with the beginning of school life, even though this might change in the near future. As we all know, the best way to learn a language is to speak it, over and over again. Because without communication and speaking the language, you will never speak a language fluently, no matter how well you master the individual grammatical rules. Of course, also the content of the language someone is learning is important. Consequently, the content needs to be adapted to the respective students and classes in order to prepare these people for mastering real-life situations. Following this, there are several interesting methods of teaching second or foreign languages. One of the most popular methods is called "Communicative Language Teaching". This method is mainly used when teachers try to teach second languages to students in a communicative way.

Communicative Language Teaching William Littlewood,1981-03-31 This book provides an introduction to communicative language teaching for practising classroom teachers.

Approaches and Methods in Language Teaching Jack C. Richards,Theodore S. Rodgers,2001-03-12 In addition to the approaches and methods covered in the first edition, this edition includes new chapters, such as whole language, multiple intelligences, neurolinguistic programming, competency-based language teaching, co-operative language learning, content-based instruction, task-based language teaching, and The Post-Methods Era.

Communicative Language Teaching in Different Countries Parnaz Kianiparsa,2015 The concept of language teaching methods has a long tradition in the field of English Language Teaching (ELT), and it has been affected by the rise and fall of different methods throughout its development (Richards & Renandya, 2002). One of the most conventional approaches or

methods of Foreign Language (FL) and Second Language (SL) teaching is Communicative Language Teaching (CLT), which was developed during the 1960s and 1970s based on Hymes' (1972) and Canale and Swain's theories (1980) of language teaching, referred to as Communicative Competence (CC).

Teaching of Poetry by Communicative Language Teaching (CLT) Saba Shafiq,2019-12-18 Akademische Arbeit aus dem Jahr 2019 im Fachbereich Anglistik - Sonstiges, Note: 3, , Sprache: Deutsch, Abstract: In present study researcher has chosen Lewis Carroll's You are old, Father William to teach language for communicative purposes. In the history of language teaching, certain methods such as Audio-lingual, Grammar Translation, Suggestopedia and Total Physical Response have come into view. All these methods have been widely and extensively discussed and evaluated by researchers and scholars. Each of them has their own focus, weak points as well as strong points and they are based on a theory. In other words, methods are developed based on theories such as behaviourism, structuralism, constructivism and universal grammar. Communicative Language Teaching (CLT) is no exception with this regard. Now a day, the CLT method, which is originated in Britain, is widely used in English as Second Language (ESL) classrooms around the world. CLT is recognized as powerful theoretical model in ELT by many linguists and language teachers as a useful approach to language teaching.

The Communicative Approach to Language Teaching Christopher Brumfit,K. Johnson,Keith Johnson,1979 Cet ouvrage recense différents articles sur l'enseignement de l'anglais. Il aidera à mieux saisir le développement des idées et des théories liées à l'éducation.

The Push Towards Communicative Language Teaching and Its Impact on the Korean Classroom Philip Elwell,2011-11 Scientific Essay from the year 2011 in the subject Speech Science / Linguistics, grade: C, University of Leicester, course: MA TESOL and Applied Linguistics - Second language teaching and learning, language: English, abstract: This paper will review through the aims of communicative teaching, examining the roles of both the teacher and the learner as well as the significant traits of the communicative classroom. It will examine the recent changes in educational policy within Korea looking at its move towards communicative language teaching and the impact which this has had on the traditional Korean classroom. It will briefly look at how communicative language teaching and the Korean Confucius mindset relate. Finally it will examine the difficulties that teachers face when implementing a communicative approach and the implications that this approach will have.

Communicative Language Teaching in Practice Rosamond Mitchell,1988 This book documents the efforts of Scottish comprehensive school teachers implementing a communicative approach in the early years of secondary schools.

An Exploration to the Communicative Language Teaching Approach Zana Abbas,2014-08-04 It is apparent that Communicative Language Teaching (CLT) is one of the common approaches worldwide. It has been advocated by a number of linguists, methodologists and English teachers as one of the effective and successful English language teaching

approaches. This book focuses on this approach and its applicability in general and Kurdistan Region-Iraq in particular. This approach concentrates mainly on communicative competence rather than grammatical competence. Many teachers try to use this approach in their teaching but fail to apply it utterly. This book also explores and undertakes the difficulties that preclude teachers in implementing this approach with some suggestions to bar these difficulties.

Communicative Language Teaching Ryofu Pussel,2005-10-01 In this thoughtful and comprehensive book, Ryofu Pussel draws on his more than eight years of teaching German and English to speakers of other languages, as well as his Master of Education degree in TESOL (Teaching English to Speakers of Other Languages) from Australia, providing a comprehensive explanation and critical analysis of the concept of communicative foreign language teaching and learning. Written in a clear style and assuming no prior knowledge, this book provides a fresh and fascinating insight into the theory and practice of communicative language teaching. This book will be appreciated by teachers, students, and scholars alike. In the first two chapters of this book, the historical context of language teaching and learning, as well as a description and comparison of language learning and teaching theories will be looked at. Six chapters are concerned with the course design of a communicative foreign language teaching: pre-course planning, the Student Needs Analysis, planning and specifying content, methodology, programming a unit, and sequencing the four macroskills (listening, speaking, reading and writing). This builds the 'base of communicative language teaching, and it is followed by an analysis of the bottom-up and top-down approaches of teaching, reading, spelling, and writing lessons; the benefits and drawbacks of process-writing will be looked at in detail, and a practical classroom application shall bring the findings into an applied context . Assessment and evaluation form an important part of communicative language teaching and learning, and are therefore analysed in detail. A summary brings all findings together, and a syllabus outline of the followingtopics demonstrates that the theoretical findings of this book can be applied into real, practical examples of classroom teaching: Talk about yourself, talk about your family, occupations, art, entertainment / cinema / video, accommodation and hotels (travel), reading maps / directions / transport, music, food and drink, socializing, media (TV /radio / newspaper / magazines), shopping, weather, sports, health, talking about stars, and talking about past experiences. Methodology is put into practical application by providing a complete sample lesson plan (unit: weather). A complete index and reference list shall enable the interested reader to engage into further studies of this topic. Contents Introduction Historical Context of Language Teaching and Learning Description and Comparison of Theories of Language Teaching and Learning Course Design: Pre-Course Planning Course Design: Student Needs Analysis Course Design: Planning and Specifying Contents Course Design: Methodology Course Design: Programming a Unit Explanation and Practical Example Course Design: Sequencing the Macroskills Bottom-Up and Top-Down Approaches Reading and Spelling Writing: Benefits and Drawbacks of Process-Writing Practical Classroom Application Assessment and Evaluation Summary Syllabus Outline Unit: Talk about yourself Unit: Talk about your family Unit: Occupations Unit: Art Unit: Entertainment /

cinema / video Unit: Accommodation and hotels (travel) Unit: Reading maps / directions / transport Unit: Music Unit: Food and drink Unit: Socializing Unit: Media (TV /radio / newspaper / magazines) Unit: Shopping Unit: Weather Unit: Sports Unit: Health Unit: Let's talk about stars Unit: Past experiences Methodology: Sample Lesson Plan Lesson Plan Reference

Contexts of Competence Margie Berns,2013-06-29 The introduction of communicative competence as the goal of second and for eign language teaching has led to recognition of the role of context in language learning and use. As communicative competence is defined by the social and cultural contexts in which it is used, no single communicative competence can serve as the goal and model for all learners. This recognition has had an impact on program design and materials development. One significant change is that the choice of a teaching method is no longer the primary concern. Instead, the first step for the program designer is becoming familiar with the social and cultural features of the context of the language being taught. This includes a consideration of the uses speakers make of the language, their reasons for using it, and their attitudes toward it. Contexts of Competence: Social and Cultural Considerations in Commu nicative Language Teaching explores the relationship between context and com petence from a theoretical and practical perspective. Its audience is applied linguists in general and language teaching practitioners in particular. The overall aim of its five chapters is to provide a framework for consideration of various contexts of language learning and use and to guide the implementation and development of models of communicative language teaching that are responsive to the context-specific needs of learners.

Techniques and Principles in Language Teaching 3rd edition - Oxford Handbooks for Language Teachers Diane Larsen-Freeman,Marti Anderson,2013-01-18 Techniques and Principles in Language Teaching has influenced the way thousands of teachers have taught English. This classic guide to developing the way you teach has been an essential resource to new and experienced teachers worldwide, and is now in its third edition. Each chapter focuses on a different teaching approach, describing it being used in the classroom, analyzing what happened, and helping you think how you could apply it to your own teaching. New features of the third edition include: a new discussion on the political dimensions of language teaching, a new digital technology chapter, and extended coverage of content-based and task-based approaches. On this site you will find additional resources, including author videos in which Diane Larsen-Freeman and Marti Anderson talk about the background to the book and new innovations in language teaching which are discussed in the third edition.

Current Language Teaching Approaches Ahmad Altasan,2016-11-17 Essay from the year 2016 in the subject Didactics for the subject English - Pedagogy, Literature Studies, University of Western Sydney, course: Teaching English to Speakers of Other Language (TESOL), language: English, abstract: The spread of English in the era of globalization has led to a growing need for good communication skills in English. Hence there is a strong demand for an appropriate teaching methodology. Language teaching has gone through many changes in terms of methodologies used. First, the traditional approaches which focus on the mastery of grammar and then the communicative language teaching CLT emerged. In this

essay, I am going to give a critical overview and comparison of these approaches with examples from English language teaching settings in Australia.

Communicative Language Teaching Janice Yalden,1981 This discussion is intended as a general introduction to communicative language teaching. The text is divided into six parts dealing with the reasons for communicative language teaching, the background to it, learning to communicate, classroom activities, the role of the teacher, and ways to get the method started. Part One examines the nature of communication, the need for learning forms and use, appropriate register, and interactive skills. The background section reviews methods of teaching languages, discusses the kind of teaching to be provided, and the principles on which communicative language teaching is based. The third chapter addresses the issues of meaning, form and content. The section on classroom activities outlines a variety of activities along with the part they play in a communicative approach. Chapter five defines the role of the teacher in the communicative situation as that of counselor or consultant. The final chapter suggests the need to explore the principles of communicative language teaching in a variety of classroom settings as well as the need for empirical research. (AMH)

How to Teach Grammar Using a Communicative Language Teaching Approach Che-Chen Wang,2000

Communicative Language Teaching William Littlewood,1981-03-31 The communicative approach is changing the face of foreign language teaching. Communicative Language Teaching provides an introduction to communicative language teaching for practising classroom teachers. The author gives a single coherent account of the basic communicative ideas, emphasizing those aspects most important in the classroom so that teachers can integrate the new ideas into their own familiar methods. He stresses that a knowledge of grammar remains essential for effective communication.

Perspectives in Communicative Language Teaching Keith Johnson,Don Porter,1983

Communicative Language Teaching in the Classroom ; Report on the Council for Cultural Co-operation Workshop No. 3, Aulanko, Hämeenlinna, Finland, 3-8 June, 1984 Seppo Tella,1984

Resources in Education ,1986 Serves as an index to Eric reports [microform].

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The Enigmatic Realm of **Communicative Language Teaching Approach**: Unleashing the Language is Inner Magic

In a fast-paced digital era where connections and knowledge intertwine, the enigmatic realm of language reveals its inherent magic. Its capacity to stir emotions, ignite contemplation, and catalyze profound transformations is nothing short of extraordinary. Within the captivating pages of **Communicative Language Teaching Approach** a literary masterpiece penned by a renowned author, readers attempt a transformative journey, unlocking the secrets and untapped potential embedded within each word. In this evaluation, we shall explore the book is core themes, assess its distinct writing style, and delve into its lasting impact on the hearts and minds of those that partake in its reading experience.

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