STATE HIGHER EDUCATIONAL INSTITUION
"VASYL STEFANYK PRECARPATHIAN NATIONAL UNIVERSITY"

FACULTY OF FOREIGN LANGUAGES

ENGLISH PHILOLOGY DEPARTMENT

ELT METHODOLOGY:

PRINCIPLES OF COMMUNICATIVE LANGUAGE TEACHING

(ACTIVITY BOOK FOR YEAR 2 STUDENTS)

Ivano-Frankivsk, 2020

Рецензенти:

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Навчальне видання (практикум) розроблене з метою організації та забезпечення процесу набуття студентами теоретичних знань та практичних умінь і навичок з курсу «Методика навчання англійської мови. Розділ «Принципи комунікативного навчання мови». Посібник містить інформацію про кількість годин, навчальні цілі курсу, змістові теми, завдання для аудиторної та самостійної роботи, завдання для підсумкового контролю та критерії їх оцінювання, рекомендації щодо використання методів саморефлексії "Learner Journal" і "Student Feedback Slip", а також перелік рекомендованої літератури, самостійне опрацювання якої студентами уможливить успішну реалізацію програми курсу.

Навчальне видання затверджене на засіданні кафедри англійської філології (протокол від 13 жовтня 2020 р. №3).

Рекомендовано до друку вченою радою факультету іноземних мов Прикарпатського національного університету імені Василя Стефаника (протокол від 22 жовтня 2020 року №2).

TABLE OF CONTENTS

Unit 2.1 Principles of Communicative Language Teaching

Course Essentials

Total number of hours: 30
Class hours: 18
Self-study hours: 12

Objectives

By the end of the unit, students will be aware of:

- the most significant changes in ELT methodology and their causes
- the main approaches and methods in language teaching and techniques associated with them
- the views on language, language learning and the roles of teachers and learners that underpin CLT
- the key distinguishing features and principles of CLT in the classroom
- the characteristics which make a task communicative
- the ways to create conditions and facilities for CLT in an English language classroom

and will be able to:

- reflect on their own experience of learning a foreign language and analyse tasks and lesson plans in terms of CLT.

Content

- Methods and approaches in ELT
- The main principles and features of CLT: language as a means of communication, teaching language in a meaningful context (specifying notions, functions, functional exponents based on the learners' needs analysis), priority meaning over form, focus on skills, task-based learning, focus on sociolinguistic and pragmatic competence as well as linguistic competence, the correlation between accuracy and fluency, the role of grammar, errors as learning steps, the roles of a teacher and a learner
- Characteristics of a communicative task (communicative purpose, information/opinion gap, communicative situation, learners' choice of the language material, authenticity of materials, degree of the teacher's control)
- Implications of the communicative approach for classroom practice: creating conditions for communication in the classroom.

Bibliography

*Item recommended for students

*Пассов, Е.И. (1991) *Коммуникативный метод обучения иноязычному говорению*. М.: Просвещение. 2-е издание.

> It is a methodology book dealing with principles and content of communicative language teaching in secondary school.

*Harmer, J. (2007) How to Teach English: An Introduction to the Practice of English Language Teaching. Harlow: Pearson Longman. 2nd edition.

> It is a methodology book for "early stage" teachers that has a DVD with clips from actual classes and accompanying activities.

Howatt, A.P.R and H.G. Widdowson (2004) *A History of English Language Teaching.* Oxford: Oxford University Press. 2nd edition.

> The book covers the Renaissance to the present day, covering all the important phases of the history of English language teaching from a global perspective.

Larsen-Freeman, D. and M. Anderson (2011) *Techniques and Principles in Language Teaching.* Oxford: Oxford University Press

> The authors succinctly capture the essence of each method's guiding principles and offer a perspective on the larger question of how languages are learned...this volume is a clearly written introduction to language teaching methods that includes many concrete examples and practical advice for teachers.

Littlewood, W. (1981) *Communicative Language Teaching: An Introduction (Cambridge Language Teaching Library).* Cambridge: Cambridge University Press

> 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.

Nunan, D. (1989) *Designing Tasks for the Communicative Classroom (Cambridge Language Teaching Library).* Cambridge: Cambridge University Press

> The book provides a balanced introduction to both the theoretical and practical aspects of communicative task design, and is aimed at all second and foreign language teachers who want to develop their own tasks, or adopt/adapt those of others.

Richards, J. C. and T.S. Rodgers (2001) Approaches and Methods in Language Teaching *(Cambridge Language Teaching Library).* Cambridge: Cambridge University Press

> The book surveys the major approaches and methods in language teaching, such as grammar translation, audiolingualism, communicative language teaching, and the natural approach. The text examines each approach and method in terms of its theory of language and language learning, goals, syllabus, teaching activities, teacher and learner roles, materials etc.

*Ur, P. (2012) *A course in English Language Teaching.* Cambridge: Cambridge University Press. 2nd edition.

> The book provides a comprehensive introduction to English language teaching, and is suitable for teachers in a variety of educational settings, including compulsory education. The book combines theory and practice, with each unit containing tasks that encourage reflection and discussion.

Willis, D. and J. Willis (2007) *Doing Task-Based Teaching.* Oxford: Oxford University Press

This book provides teachers with a better understanding of task-based learning and how it works, including how to incorporate tasks with textbook material.

Assessment (ref. to Appendix D)

Introduction to Module 2 of the ELT Methodology Course

Module 2 Preparing to Teach 1
Unit 2.1 Principles of Communicative Language Teaching
Session Topic: Introduction to Module 2 of the ELT Methodology course
Handout 1: Expectations

Express your expectations of Module 2 of the Methodology course and share them with a partner.

What do you expect most from your Methodology course this semester?	
What challenges do you anticipate?	
What will you learn and what skills will you develop by successfully completing the module?	
How important do you consider 'Preparing to teach 1' Module for a language teacher?	

Module 2 Preparing to Teach 1
Unit 2.1 Principles of Communicative Language Teaching
Session Topic: Introduction to Module 2 of the ELT Methodology course
Handout 2: Module 2 Outcomes

Match the course units (1-2) with their outcomes (A-E). Multiple matches are possible. Share the answers with a partner.

Course Units:
1. Principles of Communicative Language Teaching
2. Classroom Managament

Outcomes:
A Analyse classroom events with attention to organisation, modes of interaction, classroom language, classroom resources
B Reflect on their learning on the module
C Identify features of different approaches and methods in classroom materials and procedures
D Use classroom language appropriate to age and learning needs
E Choose appropriate strategies and select activities for teaching English communicatively

Session 1 Introduction to CLT and the History of Method

Module 2 Preparing to Teach 1
Unit 2.1 Principles of Communicative Language Teaching
Session 1 Introduction to CLT and the History of Method
Handout 1: Basic language teaching notions

Read the paragraphs below to ensure your understanding of the notions 'mother tongue', 'ESL,' 'EFL' and 'applied linguistics'.

In learning languages, a distinction is usually made between mother tongues, second languages, and foreign languages. A mother tongue is the first language or languages one learns (or acquires) as a child. When immigrants come to a new country and learn the language of that country, they are learning a second language. On the other hand, when English-speaking students in the United States learn French or Spanish in school, or when Brazilians study English in Brazil, they are learning a foreign language. The acronyms ESL and EFL stand for the learning of English as a Second and as a Foreign Language.

Many theories about the learning and teaching of languages have been proposed. These theories, normally influenced by developments in the fields of linguistics and psychology, have inspired many approaches to the teaching of second and foreign languages. The study of these theories and how they influence language teaching methodology today is called applied linguistics.

Borrowed from www.academia.edu/15268919/Language_Teaching_Approaches_Review

Module 2 Preparing to Teach 1
Unit 2.1 Principles of Communicative Language Teaching
Session 1 Introduction to CLT and the History of Method
Handout 2: Insight into main language teaching approaches and methods

Match the methods/approaches (1-11) to their descriptions (A-K).

1. **Audio-Lingual Method**
2. **Audio-Visual Method**
3. **Communicative Language Teaching (CLT)**
4. **Community Language Learning (counselling learning)**
5. **Content and Language Integrated Learning (CLIL)**
6. **Direct Method**
7. **Grammar-Translation Method**
8. **Silent Way**
9. **Suggestopedia**
10. **Task-based learning (TBL)**
11. **Total Physical Response (TPR)**

A. The method focuses on accuracy rather than fluency and on form rather than meaning. The key activities are drilling, translating, memorising vocabulary and learning rules.

B. An approach to learning in which the learners use language to fulfil a specified task. Their focus is on the task rather than on the language they are using.

C. A method based on transmitting meanings through visual images and then providing the language needed to communicate these meanings.

D. A foreign language teaching method according to which learners form a 'community' sitting round a tape-recorder while the teacher (counselor) remains outside the community and, when necessary, supplies target-language equivalents of utterances produced by learners in their mother tongue. The recordings are transcribed and presented to the learners for analysis.

E. A method focussed on drilling key language structures orally. It is derived from the behaviourist belief that repetition helps to form habits.

F. A teaching method based on the understanding of how the human brain works and how we can learn most effectively in a rich sensory learning environment.

G. An approach to foreign language teaching and learning which emphasises that the goal of language learning is communicative competence. The focus is on meaningful communication, not structure, and on use, not usage. In this approach, learning involves interaction and group work in the classroom.

H. A way of teaching language that coordinates speech and action, i.e. learners respond physically to teacher instructions or stories told by the teacher. It is often used in teaching young learners.

I. Refers to both learning another subject, e.g. Science, through the medium of a foreign language and learning a foreign language by studying a content-based subject.

J. A method in which the teacher remains mostly silent to encourage learner autonomy and active student participation. Language learning is usually seen as a problem solving activity to be engaged in by the students both independently and as a group.

K. A language teaching method that excludes the use of the mother tongue and relies on demonstration of meaning in context.

Session 2: Approaches and Methods in ELT: Grammar-Translation, Direct and Audio-Lingual Methods

Module 2 Preparing to Teach 1
Unit 2.1: Principles of Communicative Language Teaching
Session 2: Approaches and Methods in ELT
Handout 1: Learning experience

I. Read the statements below and tick (✓) those characteristics that best describe the way you studied English (both at school and at University).

No	Characteristics	✓
I.	Language is a system of rules.	
II.	Teaching does not follow a single theory of language.	
III.	Learning is natural, like a child learning mother tongue.	
IV.	Learning theory is didactic: the teacher's activity is to transfer knowledge to students.	
V.	Students get academic knowledge about the language, study literature and culture of the country.	
VI.	Students get a practical command of the language in a short period of time.	
VII.	Listening and speaking are the key skills; the aim is to arrive at working knowledge of the language.	
VIII.	The focus is on reading, writing and translating skills.	
IX.	Students often practise translation of unconnected sentences.	
X.	Teacher often offers mechanical activities without providing meaningful context.	
XI.	Teacher demonstrates the pattern and students repeat them.	
XII.	Teacher allows little, if any, use of the native language and prohibits long translations.	
XIII.	Whole class and individual modes of interaction dominate.	
XIV.	Students sometimes talk to each other when they act out dialogues learnt by heart.	
XV.	Teachers dominate in the classroom; they are the main source of information and the ultimate authority.	
XVI.	Students make mistakes through carelessness and lack of knowledge, so the teacher must immediately correct them all.	
XVII.	Teacher corrects, though students sometimes have a chance to self-correct.	
XVIII	Teacher uses mother tongue frequently for instructions, explanations, corrections and translations.	

II. Work in small groups to identify the most common characteristics.

Module 2 Preparing to Teach 1
Unit 2.1: Principles of Communicative Language Teaching
Session 2: Approaches and Methods in ELT
Handout 2: Grammar-Translation and Direct methods

Complete the table by entering numbers of characteristics from Handout 1 under each method.

Aspect	Grammar-Translation Method	Direct Method
Theory of language		
Theory of learning		
Objectives		
Skills focus		
Typical modes of interaction		
Typical activity types		
Attitude to errors		
Attitude to the use of mother tongue		
Role of the teacher		

Module 2 Preparing to Teach 1
Unit 2.1: Principles of Communicative Language Teaching
Session 2: Approaches and Methods in ELT
Handout 3: Audio-Lingual Method. Video demo lesson

Watch the video and tick (✓) the features that you observed.

Features	✓
Drills are used to teach structural patterns	
Pair and group work is often used	
Set phrases are memorised with a focus on intonation	
Grammatical explanations are kept to a minimum	
Translation is used as a means of presenting new words	
Vocabulary is taught in context	
Audio-visual aids are used	
Focus is on pronunciation	
Correct responses are positively reinforced immediately	
Chorus work is neglected	

Module 2 Preparing to Teach 1
Unit 2.1: Principles of Communicative Language Teaching
Session 2: Approaches and Methods in ELT
Handout 4: Audio-Lingual Method. Demo lesson observation

Observe the lesson. Complete the table by adding characteristics of the Audio-Lingual Method.

Aspect	Audio-Lingual Method
Theory of language	structuralism
Theory of learning	behaviourism, 'stimulus-response', learning through repetition and reinforcement
Objectives	to master the whole language, to present students with an accurate model of the language
Skills focus	
Typical modes of interaction	
Typical activity types	
Attitude to errors	
Attitude to the use of mother tongue	
Role of the teacher	

Session 3 The Silent Way and Total Physical Response Methods

Module 2 Preparing to Teach 1
Unit 2.1: Principles of Communicative Language Teaching
Session 3: Approaches and Methods in ELT
Handout 1: Stages of the Audio-Lingual lesson

Order the stages of the lesson

A   The teacher divides the class in half so that each half on their own gets to try to say either Bill's or Sally's lines.

B   She then initiates a chain drill with four of the lines from the dialogue. A chain drill gives students an opportunity to say the lines individually

C   The class and the teacher switch roles in order to practice a little more

D   She has the whole class repeat each of the lines of the dialogue after her model.

E   The teacher is presenting a new dialogue (between Bill and Sally)

F   The teacher selects two students to perform the entire dialogue for the rest of the class.

G   The teacher gives them a chance to adopt the role of Bill while she says Sally's lines

Module 2 Preparing to Teach 1
Unit 2.1: Principles of Communicative Language Teaching
Session 3: Approaches and Methods in ELT
Handout 2: The Silent Way method. Demo lesson observation

Observe the lesson. Complete the table by adding characteristics of the Silent Way Method.

Aspect	Silent Way Method
Theory of language	Cognitivism
Theory of learning	Teaching subordinated to learning
Objectives	To facilitate language learning through discovery, problem-solving and learner autonomy
Skills focus	
Typical modes of interaction	
Typical activity types	
Attitude to errors	
Attitude to the use of mother tongue	
Role of the teacher	

Module 2 Preparing to Teach 1
Unit 2.1: Principles of Communicative Language Teaching
Session 3: Approaches and Methods in ELT
Handout 3: Characteristics of the Silent Way method

Read about main characteristics of the Silent Way Method and underline key words.

- The teacher remains silent while pupils output the language on cue through perpetual prompting.
- A color-coded phonics (sound) chart called a *fidel*, with both vowel and consonant clusters on it, is projected onto a screen to be used simultaneously with a pointer
- Brightly colored Cuisenaire rods, which are also used in Mathematics, are integrated into this method for pupils to learn spatial relationships, prepositions, colors, number concepts.
- Students are encouraged to self-correct their pronunciation errors through manual gesticulation on the part of the teacher.
- This method works most effectively with round tables being used to promote small group discussion.

Module 2 Preparing to Teach 1
Unit 2.1: Principles of Communicative Language Teaching
Session 3: Approaches and Methods in ELT
Handout 4: Total Physical Response method. Video demo lesson

Watch the video and tick (✓) the features that you observed.

Features	✓
The teacher gives a short sequence of instructions in the target language	
The teacher performs the instructions with the students	
When the students make an error, the teacher repeats the instructions while acting it out	
The teacher focuses on pronunciation	
Learners respond to the teacher's instructions without speaking	
Learners actively understand the key language points without memorizing them	
The teacher introduces new instructions after the students have mastered those given before	
Learners learn vocabulary in context	
The teacher changes the order of the instructions	
The teacher writes the new instructions on the board	

Module 2 Preparing to Teach 1
Unit 2.1: Principles of Communicative Language Teaching
Session 3: Approaches and Methods in ELT
Handout 5: The Total Physical Response Method. Demo lesson observation

Observe the lesson. Complete the table by adding characteristics of the TPR method.

Aspect	Total Physical Response Method
Theory of language	Cognitivism
Theory of learning	Language acquisition, behaviourism, 'stimulus-response', learning through reinforcement
Objectives	To master some apects of the language, to enhance language acquisition through low anxiety
Skills focus	
Typical modes of interaction	
Typical activity types	
Attitude to errors	
Attitude to the use of mother tongue	
Role of the teacher	

Session 4 Suggestopedia and the Community Method

Module 2 Preparing to Teach 1
Unit 2.1: Principles of Communicative Language Teaching
Session 4: Approaches and Methods in ELT
Handout 1: The Suggestopedia Method Characteristics

Read about main characteristics of the Suggetopedia Method and underline the key words.

Lozanov (1979) developed a teaching method based on the idea that the learner, given the appropriate conditions, is capable of prodigious feats. He based his ideas on Yoga, Soviet psychology and the use of music. From Yoga he took some techniques of relaxation, concentration and deep breathing. From Soviet psychology he borrowed the idea that learners can acquire *anything,* provided they do it in a deep state of concentration bordering hypnosis, and using the non-conscious and non- rational powers of their mind. Music is used to facilitate this relaxation.

The classroom, following Suggestopedia, starts with the relaxation of the students through the appropriate music, breathing techniques, classroom furniture and voice of the teacher. Then, the students listen to texts and perform different roles. Translation is also used to foster comprehension. Interaction is also employed so that the learners are able to use what they have subconsciously acquired.

Unit 2.1: Principles of Communicative Language Teaching
Session 4: Approaches and Methods in ELT
Handout 2: The Community Method Characteristics

Read about the Community Method and underline the key features.

The question of how adults learn a second language, rather than an identification between children's L1 and adults' L2 learning, is at the core of this method. Adults show more inhibitions, they tend to analyse what they learn in a conscious way, and have a fear of making mistakes. Curran (1972) noticed that tendency to anxiety in adult language learners and focused on building a warm and supportive 'community' among learners, gradually moving from dependence on the teacher to complete autonomy. Psychologically speaking, this method arises from Rogers' notions of learners in the role of *clients* and teachers as *non-directive counsellors*. The role of affect and feeling, the notions of learner as client and teacher as counsellor, together with a view of language as a process led to a set of procedures in which traditional and innovative techniques are combined: -Translation by the teacher of what L2 learners say is used. Then students repeat the sentences, which are recorded, revised and commented on subsequently. -Group work has an important function. Learners must then analyse their production and self-correct, if possible.- There is no pre-defined syllabus in the classical sense. Students decide *what* and *when* to learn according to their needs. The teacher must sometimes discover those needs.- The classroom is organized following a u-shape, so that participants can really communicate among themselves. The teacher is always behind the group to help solve linguistic problems, doubts and hesitations, and to eliminate negative feelings of anxiety or failure.

Borrowed from: Current approaches and teaching methods. Bilingual programmes by Gabriel Tejada Molina, María Luisa Pérez Cañado, and Gloria Luque Agulló. Available at:http://www4.ujaen.es/~gluque/Chapter4HANDBOOKDEFINITIVO.pdf

Module 2 Preparing to Teach 1
Unit 2.1: Principles of Communicative Language Teaching
Session 4: Approaches and Methods in ELT
Handout 3: The Suggestopedia Method. Demo lesson observation 1

Observe the lesson. Take notice of what the teacher and learners do during each stage of the lesson.

Stages	What the teacher does	What the learners do
Presentation		
First Concert		
Second Concert		
Practice		

Module 2 Preparing to Teach 1
Unit 2.1: Principles of Communicative Language Teaching
Session 4: Approaches and Methods in ELT
Handout 4: The Suggestopedia Method. Demo lesson observation 2

Observe the lesson. Complete the table by adding characteristics of the Suggestopedia Method.

Aspect	Suggestopedia Method
Theory of language	Text linguistics, language acquisition
Theory of learning	Subconscious learning, learning through activation of the linguistic material
Objectives	To create a relaxed, comfortable environment that makes students suggestive to learning; to deliver advanced conversational proficiency quickly; memorisation of vocabulary and acquisition of habits of speech related to acts of communication; to increase access to understanding and creative solution of problems
Skills focus	
Typical modes of interaction	
Typical activity types	
Attitude to errors	
Attitude to the use of mother tongue	
Role of the teacher	

Module 2 Preparing to Teach 1
Unit 2.1: Principles of Communicative Language Teaching
Session 4: Approaches and Methods in ELT
Handout 5: The Community Method. Demo lesson observation

Observe the lesson. Complete the table by adding characteristics of the Community Method.

Aspect	Community Method
Theory of language	Cognitivism
Theory of learning	Counselling-learning of L2 in adults
Objectives	To learn the target language through conscious analysis of its aspects in a comfortable, supportive 'community' environment
Skills focus	
Typical modes of interaction	
Typical activity types	
Attitude to errors	
Attitude to the use of mother tongue	
Role of the teacher	

Session 5 The Natural Approach and the Intensive Method

Module 2 Preparing to Teach 1
Unit 2.1: Principles of Communicative Language Teaching
Session 5: Approaches and Methods in ELT
Handout 1: The Natural Approach characteristics

Read about the Natural Approach and underline the key features.

The Natural Approach (Terell, Tracy and Stephen Krashen, 1983) put emphasis on the exposure to language (comprehensible input) rather than formal exercises. The following hypotheses were put into the foundation of the Natural Approach: the acquisition/learning hypothesis (only natural-like acquisition can result in mastering the language while "learning" helps getting the knowledge about the language), the monitor hypothesis (explicit knowledge has only one function, that of monitoring correctness of the utterance), the natural order hypothesis (the acquisition of grammar structures proceeds in a predictable order), the input hypothesis (the relationship between the input and language acquisition shows that learners need comprehensible input), the affective filter hypothesis (learners with high motivation, self-confidence, low anxiety generally do better in language acquisition).*

In the Natural Approach, the teacher speaks only the target language and class time is committed to providing input for acquisition. Students may use either the language being taught or their first language. Errors in speech are not corrected; however, homework may include grammar exercises that will be corrected. Goals for the class emphasize the students being able use the language "to talk about ideas, perform tasks, and solve problems." This approach aims to fulfill the requirements for learning and acquisition, and does a great job in doing it. Its main weakness is that all classroom teaching is to some degree limited in its ability to be interesting and relevant to all students.**

Borrowed from: *The way towards communicative teaching: The digest of teaching methods* based on Richards, J., and Th. Rogers.1995. Approaches and Methods in language Teaching. CUP.

** A Summary of Stephen Krashen's *Principles and Practice in Second Language Acquisition* by Reid Wilson, first appeared: Language Learning #9 and 10.

Read about the Intensive Method and underline the key features.

According to Kitaygorodskaya (1991), one of the conditions for successful learning is the transformation of a group into a team. She allocates the following key principles and models of intensive teaching:

(1) Student-Centred Communication – Kitaygorodskaya (1991) points out that in order to reach the goal the group should consist of twelve people and students should be placed in a semicircle. In addition, learning materials should include words and phrases allowing students to express their personalities.

(2) Role-Playing in Teaching Materials and Procedure – The principle organization of the educational materials and learning process is explained as a role-play where a teacher organizes continuous communication through communicative exercises. The intensive course has a plot, and students play assigned roles.

(3) Collective Communication through Team Work –Teamwork can take the form of individual group work (one learner plays the role of the teacher in the group), pair work, rotating pairs, groups of three, and larger groups.

(4) Concentrated Teaching Materials and Procedure – Kitaygorodskaya offers such a scheme to present materials: Synthesis 1-Analysis-Synthesis 2.

During the first stage (Synthesis 1), students are introduced to a large volume of information. During the second stage (Analysis), students get less information (about 150 words and phrases in each new text-polylogue). The third stage (Synthesis 2) involves a larger volume of lexical information without new grammar material. All exercises are communicative and are connected with the same context or scenario.

(5) Poly- or Multi-Functionality of the Exercises – The polyfunctionality principle of learning activities (exercises) also implies a communicative role of tasks. Reaching a communicative goal every task has only one function for students (communicative). At the same time, the same task has several functions for a teacher as it cultivates different skills that are in different developmental stages.

Module 2 Preparing to Teach 1
Unit 2.1: Principles of Communicative Language Teaching
Session 5: Approaches and Methods in ELT
Handout 3: The Natural Approach. Demo lesson observation

Observe the lesson. Complete the table by adding characteristics of the Natural Approach.

Aspect	Natural Approach
Theory of language	Language acquisition
Theory of learning	Naturalistic language learning in young children
Objectives	To use the language in communicative situations "to talk about ideas, perform tasks, and solve problems."
Skills focus	
Typical modes of interaction	
Typical activity types	
Attitude to errors	
Attitude to the use of mother tongue	
Role of the teacher	

Module 2 Preparing to Teach 1
Unit 2.1: Principles of Communicative Language Teaching
Session 5: Approaches and Methods in ELT
Handout 4: Characteristics of the Intensive Method

Observe the lesson. Complete the table by adding characteristics of the Intensive Method.

Aspect	Intensive Method
Theory of language	Cognitivism, behaviorism
Theory of learning	Intensive training
Objectives	To be able to communicate in L2 quickly through working in a team and a well-structured procedure
Skills focus	
Typical modes of interaction	
Typical activity types	
Attitude to errors	
Attitude to the use of mother tongue	
Role of the teacher	

Session 6 The Main Principles and Features of CLT. The Communicative Approach

Module 2 Preparing to Teach 1
Unit 2.1: Principles of Communicative Language Teaching
Session 6: The main principles and features of CLT
Worksheet 1: Identification of the ELT approaches and methods

Identify the approach/method by its characteristics. Write the name of the method/approach in the space provided.

1. Baroque music is used. The students learn English not only from direct instruction but also from indirect instruction (posters and decoration that are changed every day). _____

2. There is dependence on mimicry and memorisation of set phrases. Great importance is attached to pronunciation and intonation. Grammar patterns are learned mostly inductively. _____

3. The group of clients (learners) are seated in a circle with the counselor (teacher) on the outside of the circle. As the learners gain more and more familiarity with the foreign language, more and more direct communication can take place, with the counselor providing less and less direct translation and information. _____

4. The communication is student-centred. Role-playing is widely used in teaching materials and lesson procedure. Learners communicate working in teams. They get a large volume of information during a short period of instruction. _____

5. The teacher uses mother tongue frequently for instructions, explanations, corrections and translations. Learners do a lot of reading; they drill structure patterns out of context. _____

6. Students are encouraged to self-correct their pronunciation errors through manual gesticulation on the part of the teacher. Learners learn via brightly colored tools. _____

7. The teacher says the commands as he himself performs the action. The teacher says the command as both the teacher and the students then perform the action.

8. Learning is natural, like a child learning mother tongue. Listening and speaking are the key skills. Teacher allows little, if any, use of the native language and prohibits long translations. _____

9. The teacher exposes learners to the target language as much as possible. He/she uses only the target language, while students can also use their mother tongue. The learning takes place mostly through acquisition that is fostered by motivation, self-confidence and low anxiety. _____

Module 2 Preparing to Teach 1
Unit 2.1: Principles of Communicative Language Teaching
Session 6: The main principles and features of CLT
Handout 1: Exploring your beliefs (Survey)

1. Express your agreement or disagreement with the statements below, putting a tick.

Statement	I agree	I disagree	I agree with reservations
1. People have learned languages for centuries, so the methods we use do not really matter.			
2. The most important thing is to let students experiment with the language (spoken and written).They learn the language by using it and need to be given many opportunities to do so.			
3. Students learn best when they are first presented with a clear explanation of grammar rules. Then, they can apply the rules and use them freely.			
4. Class time should mostly be spent focussing on language structures. Meaning can be added later on, once students can express themselves.			
5. Drilling language patterns does not guarantee that the students will internalize them and produce them on their own outside the framework of the exercise.			
6. Accuracy develops naturally. We should not worry too much about students producing perfect structures right away. It is best for teachers not to overcorrect.			
7. Teacher input needs to be rich but comprehensible if learning is to take place.			
8. Language is best learned interactively, in a social environment. In an ideal class, students work together a lot.			
9. Student motivation does not matter. They will learn regardless of their motivation.			

Source: Hedwige Meyer, University of Washington

2. Choose three to four issues and discuss them with at least two-three different students in class. Make sure to provide a rationale for your answers.

3. Find out whether your classmates agree/disagree with the statements and be ready to report your findings to the class.

Module 2 Preparing to Teach 1
Unit 2.1: Principles of Communicative Language Teaching
Session 6: The main principles and features of CLT
Handout 2: Views on communicative language learning and teaching

Read the text about the views on how the language is learned and taught communicatively. Ask questions to clarify any uncertainties.

Communicative language teaching (CLT) is generally regarded as an approach to language teaching (Richards and Rodgers 2001). As such, CLT reflects a certain model or research paradigm, or a theory (Celce Murcia 2001).

Theory of language

Language as communication. CLT is based on the theory that the primary function of language use is communication. Some of the characteristics of the communicative view of language follow:

- Language is a system for the expression of meaning.
- The primary function of language is for interaction and communication.
- The structure of language reflects its functional and communicative uses.
- The primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse.

Communicative competence. The CLT primary goal is for learners to develop communicative competence (Hymes 1971), or simply put, communicative ability. In other words, its goal is to make use of real-life situations that necessitate communication (e.g. eating out, making a phone call).

Language functions. Learning a second language is viewed as acquiring the linguistic means to perform different kinds of functions (Halliday 1970) (e.g. using language to get things – ordering a meal at a restaurant, to communicate information – booking a flight).

Theory of learning

1. Elements of an underlying learning theory can be discerned in some CLT practices:

- the communication principle: Activities that involve real communication promote learning.
- the task principle: Activities in which language is used for carrying out meaningful tasks promote learning.
- the meaningfulness principle: Language that is meaningful to the learner supports the learning process. Learning activities are consequently selected according to how well they engage the learner in meaningful and authentic language use (rather than merely mechanical practice of language patterns). These principles can be inferred from CLT practices (e.g., Littlewood 1981; Johnson 1982). They address the conditions needed to promote second language learning, rather than the processes of language acquisition.

2. Second language acquisition theory. Savignon (1983) considers the role of linguistic, social, cognitive, and individual variables in language acquisition. Krashen (1985) and other second language acquisition theorists typically stress that language learning comes about through using language communicatively, rather than through practising language skills.

3. A skill-learning model of learning (Johnson 1984, Littlewood 1984). According to this theory, the acquisition of communicative competence in a language is an example of skill development. This involves both a cognitive and a behavioral aspect. The cognitive aspect involves the internalisation of plans for creating appropriate behaviour. For language use, these plans derive mainly from the language system — they include grammatical rules, procedures for selecting vocabulary, and social conventions governing speech. The behavioural aspect involves the automation of these plans so that they can be converted into fluent performance in real time. This occurs mainly through practice in converting plans into performance. (Littlewood 1984: 74)

Communicative Language Teaching has spawned a number of off-shoots that share the same basic set of principles, but which spell out philosophical details or envision instructional practices in somewhat diverse ways. These CLT spin-off approaches include The Natural Approach, Cooperative Language Learning, Content-Based Teaching, and Task-Based Teaching.

Adapted from: Richards, J., & Rodgers, T. (2001). Approaches and methods in language Teaching *(2nd ed.). Cambridge: Cambridge University Press.*

Module 2 Preparing to Teach 1
Unit 2.1: Principles of Communicative Language Teaching
Session 6: The main principles and features of CLT
Handout 3: CLT Features vs the Audio-Lingual Method Features*

Explore the distinquishing features of the Audio-Lingual Method and the CLT approach.

Audio-Lingual Method	Communicative Language Teaching
1. Attends to structure and form more than meaning.	Meaning is paramount.
2. Demands memorization of structure-based dialogs.	Dialogues, if used, center around communicative functions and are not normally memorized.
3. Language items are not necessarily contextualized.	Contextualization is a basic premise.
4. Language learning is learning structures, sounds, or words.	Language learning is learning to communicate.
5. Mastery, or "over-learning" is sought.	Effective communication is sought.
6. Drilling is a central technique.	Drilling may occur, but peripherally.
7. Native-speaker-like pronunciation is sought.	Comprehensible pronunciation is sought.
8. Grammatical explanation is avoided.	Any device which helps the learners is accepted — varying according to their age, interest, etc.
9. Communicative activities only come after a long process of rigid drills and exercises	Attempts to communicate may be encouraged from the very beginning.
10. The use of the student's native language is forbidden.	Judicious use of native language is accepted where feasible.
11. Translation is forbidden at early levels.	Translation may be used where students need or benefit from it.
12. Reading and writing are deferred till speech is mastered.	Reading and writing can start from the first day, if desired.
13. The target linguistic system will be learned through the overt teaching of the patterns of the system.	The target linguistic system will be learned best through the process of struggling to communicate.
14. Linguistic competence is the desired goal.	Communicative competence is the desired goal (i.e. the ability to use the linguistic system effectively and appropriately).
15. Varieties of language are recognized but not emphasized.	Linguistic variation is a central concept in materials and methodology.
16. The sequence of units is determined solely	Sequencing is determined by any consideration

by principles of linguistic complexity.	of content, function, or meaning which maintains interest.
17. The teacher controls the learners and prevents them from doing anything that conflicts with the theory.	Teachers help learners in any way that motivates them to work with the language.
18. "Language is habit" so errors must be prevented at all costs.	Language is created by the individual often through trial and error.
19. Accuracy, in terms of formal correctness, is a primary goal.	Fluency and acceptable language is the primary goal: accuracy is judged not in the abstract but in context.
20. Students are expected to interact with the language system, embodied in machines or controlled materials.	Students are expected to interact with other people, either in the flesh, through pair and group work, or in their writings.
21. The teacher is expected to specify the language that students are to use.	The teacher cannot know exactly what language the students will use.
22. Intrinsic motivation will spring from an interest in the structure of the language.	Intrinsic motivation will spring from an interest in what is being communicated by the language.

Adapted from: Richards, J., & Rodgers, T. (2001). Approaches and methods in language Teaching *(2nd ed.). Cambridge: Cambridge University Press.*

Module 2 Preparing to Teach 1
Unit 2.1: Principles of Communicative Language Teaching
Session 6: The main principles and features of CLT
Handout 4: Characteristics of the Communicative Approach (demo lesson observation)

Put a tick if you observed this in the lesson:

Real communication is the focus of language learning.	
Opportunities for learners to experiment and try out what they know are provided.	
Learners' errors are tolerated as they indicate that the learner is building up his or her communicative competence.	
Opportunities for learners to develop both accuracy and fluency are provided.	
Different skills such as speaking, reading, and listening are linked together, since they usually occur so in the real world.	
Students induce or discover grammar rules.	
Learning is built around students' needs.	
Teacher is an authority figure in the classroom.	
Learners mostly work individually in the classroom.	
Activities that demand accurate repetition and memorization of sentences and grammatical patterns are widely used.	
Activities that require learners to negotiate meaning and to interact meaningfully are used.	

Adapted from: Communicative Language Teaching Today by Jack C. Richards, 2006.

Module 2 Preparing to Teach 1
Unit 2.1: Principles of Communicative Language Teaching
Session 6: The main principles and features of CLT
Handout 5: Characteristics of the Communicative Approach (based on theory and demo lesson observation)

Fill in the table by adding characteristics of the Communicative Approach.

Aspect	Communicative Approach
Theory of language	
Theory of learning	
Objectives	
Skills focus	
Typical modes of interaction	
Typical activity types	
Attitude to errors	
Attitude to the use of mother tongue	
Role of the teacher	

Session 7 Communicative Competence and Its Composition

Module 2 Preparing to Teach 1
Unit 2.1: Principles of Communicative Language Teaching
Session 7: Communicative competence and its composition (linguistic competence, sociolinguistic competence, pragmatic competence)
Handout 1: Exploring communicative situations for drawbacks

Study the following communicative situations and find drawbacks in each of them.

In a doctor's office, first visit	In a restaurant
A patient entering the office turns to the doctor: _Hi! How are you?_	A customer turns to the waiter: _How kind of you to let me come!_
In the park	**A foreign citizen in the police station**
Mother: _Where's Dad?_ Son: _He goed to buy me some ice-cream_	I want to tell you about information.
At home	**At the classical University**
Mother: _Oh my, how_ beautiful _that outfit is, with the big tomato stain on the front._ Daughter: _Thank you, Mummy!_	A student turns to the Professor of linguistics: _You've got a lovely new dress!_
Entering his own house	**In a bus**
A husband turns to his wife: _How do you do?_	Passenger 1: _Could you close the window, please?_ Passenger 2: _Yes, I could._

Module 2 Preparing to Teach 1
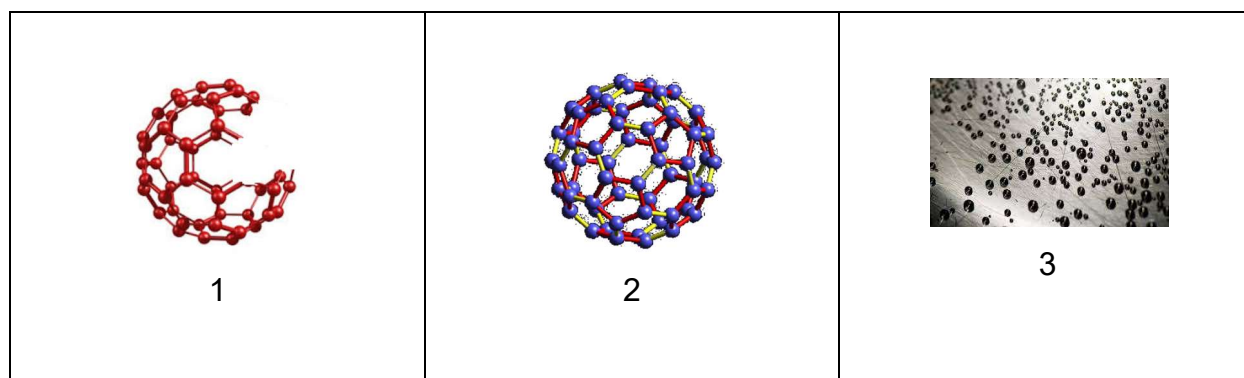**Unit 2.1: Principles of Communicative Language Teaching**
Session 7: Communicative competence and its composition (linguistic competence, sociolinguistic competence, pragmatic competence).
Handout 2: Visualising 'competence'

Which picture would you use as a visual metaphor of the competence? Explain your choice.

1

2

3

Module 2 Preparing to Teach 1
Unit 2.1: Principles of Communicative Language Teaching
Session 7: Communicative competence and its composition (linguistic competence, sociolinguistic competence, pragmatic competence).
Handout 3: The notion of competence

1. Study the definitions and underline the words that make the definitions similar.

a) **?** is the ability of an individual to perform a job properly. A **?** is a set of defined behaviours that provide a structured guide enabling the identification, evaluation and development of the behaviours in individual employees [http://en.wikipedia.org/wiki/Competence_(human_resources)].

b) **?** are the sum of knowledge, skills and characteristics that allow a person to perform actions [www.coe.int/t/DG4/Portfolio/documents/].

c) A **?** is a set of areas of knowledge, or aptitudes and skills and of attitudes and existential **?** (savoir-être). The proportion of knowledge, skill and savoir-être will, of course, vary from one **?** to another [archive.ecml.at/].

2. Define in which way are these definitions related to the visual metaphor discussed earlier. Read them substituting the question marks by the appropriate term.

Module 2 Preparing to Teach 1
Unit 2.1: Principles of Communicative Language Teaching
Session 7: Communicative competence and its composition (linguistic competence, sociolinguistic competence, pragmatic competence).
Handout 4: Components of linguistic, sociolinguistic and pragmatic competences

Match the competences (1-3) with their components (a, b, c).

1) Linguistic	a) rules of politeness, norms governing relations between generations, sexes, classes and social groups, linguistic codification of certain fundamental rituals in the functioning of a community
2) Sociolinguistic	b) referring the message to the appropriate situation, carrying out and responding to refusals, apologies, expressing / responding to requests, expressing gratitude, complimenting, responding to compliments, invitations, expressing / understanding irony, sarcasm, idiomatic expressions
3) Pragmatic	c) lexical, phonological, syntactical knowledge and skills and other dimensions of language as system

Module 2 Preparing to Teach 1
Unit 2.1: Principles of Communicative Language Teaching
Session 7: Communicative competence and its composition (linguistic competence, sociolinguistic competence, pragmatic competence).
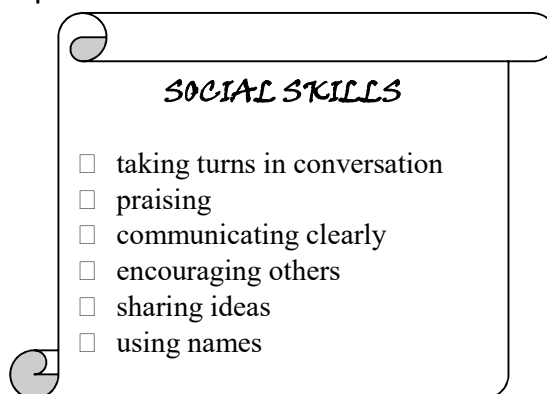**Handout 5: Identifying competences in activities**

Which competence is the main focus in each of these activities?

ACTIVITY 1

Rank the given social skills according to the degree of importance. Give number 1 to the most important skill in your opinion.

SOCIAL SKILLS

- taking turns in conversation
- praising
- communicating clearly
- encouraging others
- sharing ideas
- using names

Contribute to the list with your own ideas.

ACTIVITY 2

Match the texts with the missing punchlines. Then check up your answers.

Punchlines	Texts
1) you wouldn't have in your home 2) marry himself 3) 'You lose', replied the great man grimly and relapsed into his customary silence for the rest of the meal.	a) (said by Frank Sinatra about actor Robert Redford) 'Well, at least he has found his true love, what a pity he can't …………… b) Television is an invention that permits you to be entertained in your living room by people…………….. c) US President Calvin Coolidge was known as a man of few words. One day, he found himself sitting next to a young lady at a public dinner. Bringing all her charm to bear, the young lady said: 'Mr President, I have made a bet with my friends that I can make you say at least three words to me during dinner'. ……………………………………..

The texts are aimed at making people laugh. Which did you like best? Which didn't you like? Were there any that you didn't 'get'?

ACTIVITY 3

Rewrite these sentences as cleft sentences. Use the word in brackets to begin the sentence.

a) You need a few days' rest and recreation. (What)

b) Money is the thing people care about nowadays. (It)

c) We need someone to help us, not someone to criticize. (What)

ACTIVITY 4

Look at the pictures and say which one shows '*He gave her a hand*'? Then explain the meaning of the sentence.
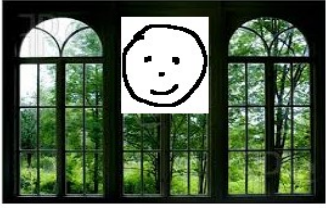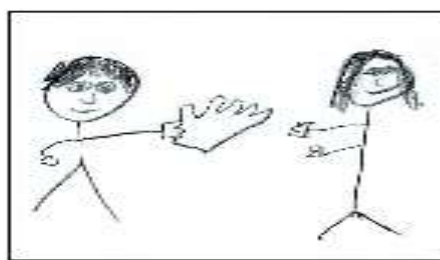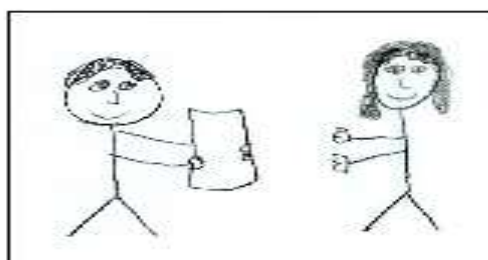
Module 2 Preparing to Teach 1
Unit 2.1: Principles of Communicative Language Teaching
Session 7: Communicative competence and its composition (linguistic competence, sociolinguistic competence, pragmatic competence).
Handout 6: Understanding the message

Study the misinterpretations of the sentences and define which difficulties can accompany learners' attempts to understand the message in each case.

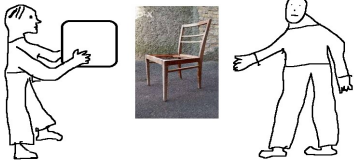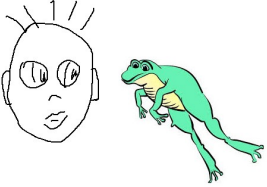|	
The owner of the house brought the policeman into the dining-room.	The windows face the garden.
Take a seat, please.	She's a bit long in the tooth, but she has a certain attraction.
It leaps to the eye.	

Module 2 Preparing to Teach 1
Unit 2.1: Principles of Communicative Language Teaching
Session 7: Communicative competence and its composition (linguistic competence, sociolinguistic competence, pragmatic competence).
Handout 7: Tips for the classroom

Suggest the ways of helping learners cope with the difficulties of the formation of communicative competence. Compare your ideas with the tips given below and prepare a short summary of the main principles of integrating linguistic, pragmatic and sociolinguistic competences into the learning and teaching process.

TIPS

- Recommend learners to combine language skills practice with analysis of communicative situations where the target language material is used.

- Recommend learners to redirect attention from a single word to the whole sentence.

- Recommend learners to refer to Internet pictures while learning the meaning of different language pieces.

- Motivate learners to be regularly involved in extensive reading of authentic books.

- Encourage learners to read modern magazines and newspapers in the foreign language.

- Encourage learners to memorize different meanings of the same word.

- Encourage learning idioms.

- Encourage learners to watch authentic movies, cartoons and TV shows.

- Encourage learners to look through you-tube channels that demonstrate real-life situations of communication produced by native speakers.

- Encourage learners to use the Internet chat rooms to communicate with people all over the world.

Session 8 Characteristics of a Communicative Task

Module 2 Preparing to Teach 1
Unit 2.1: Principles of Communicative Language Teaching
Session 8: Characteristics of a Communicative Task
Handout 1: Definitions of a Task

Work in pairs. Study the following definitions, compare them and choose the one that reflects the ideas of communicative language teaching.

- A <u>task</u> is a piece of work that must be done, especially one that is difficult or unpleasant or that must be done regularly [Longman Dictionary of Contemporary English].

- A <u>task</u> is any activity that learners engage in to further the process of learning a language [Marion Williams and Robert L. Burden].

- <u>Tasks</u> are always activities where the target language is used by the learner for a communicative purpose in order to achieve an outcome [Jane Willis].

Module 2 Preparing to Teach 1
Unit 2.1: Principles of Communicative Language Teaching
Session 8: Characteristics of a Communicative Task
Worksheet 1: Features of a Communicative Task

Communicative purpose
Information/opinion gap
Communicative situation (resembling those in real life)
Learners' choice of the language material
Authenticity of materials
Outcome as evidence of task completion

Module 2 Preparing to Teach 1
Unit 2.1: Principles of Communicative Language Teaching
Session 8: Characteristics of a Communicative Task
Handout 2: A Task or not a Task?

Work in groups. Study the activities given below. Decide whether they can be called communicative tasks. Use the task characteristics from Worksheet 1 as criteria.

o **Eating Habits**
Helen and Jane are friends. They have a lot in common but their eating habits are very different. Helen tries to eat healthily. Jane prefers junk food. Complete the girls' shopping lists, using the vocabulary given below.

o **Predictions**
Imagine that you are a group of political analysts from different countries. You have been asked to predict what life in Ukraine will be like in the second half of the 21st century. Make at least seven predictions.

o **The Good Old Days**
Think of your first four years at school. Work in pairs and say what your school life was like during that period. Use **would** or **used to**, e.g.

- We used to have 4 or 5 lessons a day.
- Our teacher would often tell us stories.

Module 2 Preparing to Teach 1
Unit 2.1: Principles of Communicative Language Teaching
Session 8: Characteristics of a Communicative Task
Handout 3: A Redesigned Activity

Analyse the following redesigned activity. Compare it with the original one (Handout 2) and comment on the changes.

The Good Old Days

Think of your life before school. Working in pairs, compare your daily routine at the time in order to find the similarities and differences.

Study the information given below and use it to adapt the activity 'Eating Habits' (Handout 2) by turning it into a task of the type described.

Type 1 LISTING*

Output: completed list or draft mind map.

Processes: brainstorming, fact-finding.

Sample tasks:

Make a list of:

- the functions a mobile phone can perform (apart from making and receiving calls);
- the problem words or grammar patterns without which English would be an easier language to learn;
- the things you do to save energy;
- the most common questions tourists ask tour guides, hotel reception staff, etc.

Find out:

- what things your partner keeps on his/her writing desk at home;
- what qualities your partner finds desirable in a friend;
- what qualities are needed for the following jobs: teacher, manager, bus driver, etc.

Type 2 ORDERING and SORTING*

Output: set of information or data that has been ordered and sorted according to specified criteria.

Processes: sequencing, ranking, categorizing, classifying.

Sample tasks:

- order the instructions for making a pizza;
- rank the items given below (e.g. gadgets) in order of their usefulness;
- group the human activities given below under the following headings: harmful to the environment, environmentally friendly, no noticeable effect on the environment;
- find 5 ways to classify the clothes you wear.

Type 3 COMPARING*

Outputs vary according to the individual task goals, but could be the items appropriately matched or assembled, or the identification of similarities and/or differences.

Processes: matching, finding similarities, finding differences.

Sample tasks:

- match the descriptions of 8 different people with their pictures;
- spot the differences between two pictures, two story endings, two accounts of the same incident;
- compare ways of doing things in different countries, e.g. exchanging greetings, eating meat, giving and receiving presents, etc.;
- contrast systems (e.g. of education, government) in different countries.

Type 4 PROBLEM SOLVING*

Output: solution(s) to the problem.

Processes: analyzing real or hypothetical situations, reasoning and decision making.

Sample tasks:

- give advice in response to the following letter from an advice column;
- plan a dinner menu for overseas guests (one of whom is a vegetarian) within a given fixed budget;
- work out a possible storyline from the given pictures, words, phrases, etc.
- solve the puzzle: A farmer has a dog, a sheep and a bale of hay. He needs to cross the river, but his boat is very small. He can only take one animal or the hay with him. If he leaves the dog alone with the sheep, the dog will attack the sheep. If he leaves the sheep alone with the hay, the sheep will eat the hay. How does the farmer resolve the problem?

Type 5 SHARING PERSONAL EXPERIENCES*

Output: largely social and far less tangible than with the other task types. The resulting interaction is close to casual social conversation as it is not clearly goal-oriented.

Processes: narrating, describing, exploring and explaining attitudes, opinions, reactions.

Sample tasks:

- tell an anecdote (about a terrible journey, something funny you did in your childhood, a thing you own(ed);
- give an account of a memorable event, e.g. moving house, changing schools, being given a pet as a present, etc.
- say what three things you regret doing / not doing;
- talk about your preferences (e.g. in places to shop, films to watch, books to read, etc.) and find people with similar ones;
- talk about things that make you angry, very happy, highly stressed, etc.

Type 6 CREATIVE TASKS*

Output: end product which can be appreciated by a wider audience.

Processes: brainstorming, fact-finding, ordering and sorting, comparing, problem solving and many others.

Sample tasks:

- write a poem, short story, song or play;
- produce a class magazine or newspaper (one-off or regular issue);
- design and write a leaflet, e.g. for visitors to your school or town/city, or an advert, e.g. for a local product / entertainment;
- make a photo story (e.g. about the summer language camp at your school) and write a running commentary.

*Adapted from 'A Framework for Task-Based Learning' by Jane Willis

Session 9 Implications of CLT for Classroom Practice

Module 2 Preparing to Teach 1
Unit 2.1: Principles of Communicative Language Teaching
Session 9: Implications of CLT for classroom practice
Handout 1: Types of gap activities

Student A
Study the information about the reasoning-gap activity. Share the information about its main features and examples of such activities with your partner.

"Reasoning-gap activity, which involves deriving some new information from given information through processes of inference, deduction, practical reasoning, or a perception of relationship or patterns. One example is working out a teacher's timetable on the basis of given class timetables. Another is deciding what course of action is best (for example cheapest or quickest) for given purpose and within given constraints. The activity necessarily involves comprehending and conveying information, as an information-gap activity, but the information to be conveyed is not identical with that initially comprehended. There is a piece of reasoning which connects the two."

Student B
Study the information about the opinion-gap activity. Share the information about its main features and examples of such activities with your partner.

"Opinion-gap activity, which involves identifying and articulating a personal preference, feeling, or attitude in response to a given situation. One example is the story completion; another is taking part in the discussion of a social issue. The activity may involve using factual information and formulating arguments to justify one's opinion, but there is no objective procedure for demonstrating outcomes as right or wrong, and no reason to expect the same outcome from different individuals or on different occasions." (Prabhu 1987, cited in Nunan, 1989:66)

Module 2 Preparing to Teach 1
Unit 2.1: Principles of Communicative Language Teaching
Session 9: Implications of CLT for classroom practice
Handout 2: A Pre-communicative or Communicative Activity?

Work in groups. Study the activities given below. Identify their types and features.

Activity 1

A   Underline the superlative adjectives in the following sentences:

The funniest person I know is my friend Bob. The most caring individual in our school is the custodian. Of all the people in my family, my Aunt Ruth is the kindest. Of all my professors, Dr. Lopez is the most inspiring. My cousin Anita is the most generous person I've ever met. The closest friend I've ever had is someone I met in elementary school.

B   What are the ways these adjectives form their superlatives?

Activity 2

Complete these sentences with your own information, and add more details. Then compare with a partner.

1. One of the most inspiring people I've ever known is … *E.g. One of the most inspiring people I've ever known is my math teacher. She encourages students to think rather than just memorize formulas and rules.* 2. The most successful individual I know is … 3. Of all the people I know …. is the least self-centered. 4. The youngest person who I consider to be a hero is … 5. The most moving speaker I have ever heard is … 6. The most important role model I've ever had is … 7. Of all the friends I've ever had …. is the most understanding. 8. One of the bravest things I've eve done is …

Activity 3

Use the superlative form of these adjectives to describe people you know. Write at least five sentences. Swop the sentences with your partner to check if they are correct.

brave	honest	interesting	smart	generous	inspiring	kind	witty

Activity 4

Group work. Discuss the sentences your wrote in Activities 2 and 3. Ask each other follow-up questions as in the model below.

A. My next-door neighbor is the bravest person I've ever met.

B. What did your neighbor do, exactly?

A. She's a firefighter, and once she saved a child from a burning building …

Activity 5

Prepare a project on one of the people you wrote about in Activity 2. You can use any source or material to complete it. Then, ask a peer to review the project in order to get advice on how to improve it. Introduce changes, if needed. Get ready to present the project in class next time.

Appendices

Appendix A. Learner Journal

To make a successful learner on this methodology course you need to:

- reflect on your learning experience
- exchange experiences with your group/course mates
- find out about different learning strategies
- explore other sources and resources
- try out different and new ideas.

The types of questions you should ask yourself after each session are:

- What was new for me?
- What did I learn?
- What did I find difficult?
- What did I find interesting?
- How can I use this information?
- How does this fit with my own experience as a school learner /university student?
- What do I want to know more about?
- Where can I find this information?
- Who can I work with to develop understanding of the material I learnt during this session?
- What am I going to do/try?

What to write in the Learner Journal?

In your Learner Journal, write the number and title of the training session, e.g.

Unit 1.1. Session 1: Affective Factors in Language Learning

Then, ask the questions (see above) of yourself and make notes here. The length of an entry should not exceed 200 words.

Appendix B. Preliminary Reading

Module 2. Preparing to Teach 1
Unit 2.1. Principles of Communicative Language Teaching
Introduction to Module 2 of the ELT Methodology course

Preliminary Reading

Read two texts below to develop your understanding of the notions *'language teaching methodology', 'approach,' 'method,' 'design,' 'technique'* and to raise awareness about a variety of approaches to and methods of language teaching and learning.

Text 1. An extract from the article *'Language Teaching Methodology'* by Theodore S. Rodgers *Borrowed from* <u>http://www.shareeducation.com.ar/pastissues3/187.htm</u>

Background

Language teaching came into its own as a profession in the last century. Central to this phenomenon was the emergence of the concept of "methods" of language teaching. The method concept in language teaching—the notion of a systematic set of teaching practices based on a particular theory of language and language learning—is a powerful one, and the quest for better methods was a preoccupation of teachers and applied linguists throughout the 20th century.

Language Teaching Methodology Defined

Methodology in language teaching has been characterized in a variety of ways. A more or less classical formulation suggests that methodology is that which links theory and practice. Theory statements would include theories of what language is and how language is learned or, more specifically, theories of second language acquisition (SLA). Such theories are linked to various design features of language instruction. These design features might include stated objectives, syllabus specifications, types of activities, roles of teachers, learners, materials, and so forth. Design features in turn are linked to actual teaching and learning practices as observed in the environments where language teaching and learning take place. This whole complex of elements defines language teaching methodology.
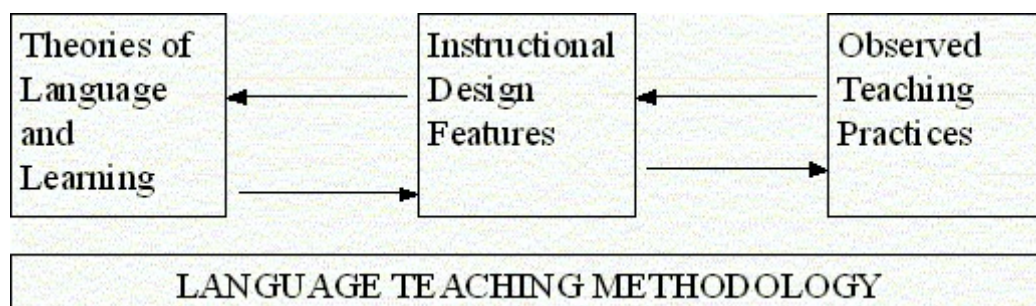

Figure 1. Language Teaching Methodology

Schools of Language Teaching Methodology

Within methodology a distinction is often made between methods and approaches, in which methods are held to be fixed teaching systems with prescribed techniques and practices, whereas approaches represent language teaching philosophies that can be interpreted and

applied in a variety of different ways in the classroom. This distinction is probably most usefully seen as defining a continuum of entities ranging from highly prescribed methods to loosely described approaches.

The period from the 1950s to the 1980s has often been referred to as "The Age of Methods," during which a number of quite detailed prescriptions for language teaching were proposed. Situational Language Teaching evolved in the United Kingdom while a parallel method, Audio-Lingualism, emerged in the United States. In the middle-methods period, a variety of methods were proclaimed as successors to the then prevailing Situational Language Teaching and Audio-Lingual methods. These alternatives were promoted under such titles as Silent Way, Suggestopedia, Community Language Learning, and Total Physical Response. In the 1980s, these methods in turn came to be overshadowed by more interactive views of language teaching, which collectively came to be known as Communicative Language Teaching (CLT).

Communicative Language Teaching has spawned a number of off-shoots that share the same basic set of principles, but which spell out philosophical details or envision instructional practices in somewhat diverse ways. These CLT spin-off approaches include The Natural Approach, Cooperative Language Learning, Content-Based Teaching, and Task-Based Teaching.

Text 2. An extract from the book <u>Communicative Approach to the Teaching of English as a Second Language </u>by Pratima Dave Shastri (2010)

Before dealing with different methods and approaches in detail, let us deal with the concepts of approach, design, method and technique* in the process of language teaching and learning. Edward Anthony - an American linguist developed them in 1963.

APPROACH: Refers to the philosophy of the nature of language teaching and learning. It covers linguistics and psychology. This defines 'what' and 'how' of language teaching and learning. Approach leads to method.

METHOD: Deals with an overall plan for the presentation of language material based on an approach. It is procedural. In one approach there can be many methods. In a method, a theory is put into practice. Here, choices are made about a particular skill to be taught. It deals with content and the order of presentation. It selects grades and presents the material. Between an approach and a method there is design.

DESIGN: Gives details of a method. Here, the objectives of teaching and testing, syllabus and contents are decided. It also defines the roles of the teacher and the learner.

TECHNIQUE: Is a tool to implement the method in a classroom. Drills, role-play, group work, pair work are the techniques adopted for teaching.

We can say that 'Audio-lingual Method' is based on Oral Structural Approach. Its syllabus has the design of structural patterns and it follows the techniques of dialogue and drills in the classroom.

*See also Glossary in the Methodology course Curriculum

Appendix C. The Profile of a Newly-Qualified English Teacher

A graduate from the PRESETT Bachelor's programme should demonstrate the following knowledge, skills and qualities:

Understanding learners
- Understand how to identify learners' needs as they evolve and adapt teaching procedures and materials accordingly
- Understand the main theories related to second language learning and acquisition and their implications for practice
- Reflect on their learners' language learning processes
- Involve learners in different ways of learning to help them develop their learning strategies
- Advise learners on how to organise and manage their learning productively
- Take into account psychological and social factors that influence learner behaviour when planning and teaching
- Understand the concept of learner autonomy and its implications for teaching and learning
- Guide learners in finding and using resources in and beyond the classroom that assist their learning
- Identify individual learning difficulties and cater for different categories of special educational needs in planning and teaching

Planning lessons and courses
- Plan teaching to meet the needs of learners and to achieve course outcomes according to the curriculum
- Plan teaching of the language systems in appropriate communicative contexts
- Evaluate and select materials to engage learners in line with the aims and objectives of a lesson, and the specific teaching/learning context
- Plan the stages of a lesson in a way that enables language skills to be developed systematically
- Plan the timing of a lesson in an organised way, allowing time for monitoring and feedback
- Plan interaction patterns for different activities during the lesson
- Analyse the language to be presented in the lesson and anticipate the problems that learners may face
- Set aims, objectives and learning outcomes of lessons and lesson sequences appropriately
- Plan lessons taking into account insights from previous classes
- Anticipate non-language problems that may arise during the lesson and plan how to respond to them

Managing the lesson
- Create conditions and provide facilities for learning in the classroom
- Organise classroom processes through clear instructions and accurate timing
- Set up and monitor a range of interactions in the classroom according to learning purposes and learning styles
- Maintain a proper balance between teacher talk and student talk
- Identify problems in learner behaviour and deal with them appropriately
- Provide appropriate feedback to learners
- Solicit and act on feedback from learners

- Use classroom resources and technologies to support learning

Evaluating and assessing learning
- Apply different types of assessment to suit a range of learning contexts
- Identify and diagnose learners' errors and difficulties and apply the findings in teaching and assessment
- Use a range of techniques to correct errors in learners' spoken and written language, and provide developmental feedback
- Help learners to understand their errors and how to deal with them
- Equip learners with tools for assessing their progress and achievement
- Use given criteria from an existing assessment scale to grade learners' progress and achievement
- Refer to the National Curriculum to select texts for teaching and testing.
- Design progress and achievement tests that are based firmly on National Curriculum requirements and CEFR level descriptors
- Evaluate and select existing tasks/ tests from an online or a printed source for assessing learners' progress and achievement, adapting and/ or supplementing them if needed.
- Administer, mark and give feedback on tests and assessment in a timely and appropriate fashion and maintain accurate assessment records.

Knowing the subject of English
- Have a B2/C1 level in the target language and make a justified use of L1 and L2 in class
- Select language and terminology appropriate to the level of the learners and the type of the lesson
- Give full, accurate answers to queries from students about different aspects of language and usage
- Anticipate learners' problems while dealing with the language in class
- Use a range of techniques to guide learners in working out answers to their own language queries and correcting their errors
- Provide a good model of pronunciation and grammatical accuracy for learners.
- Keep up to date with changes and innovations in spoken and written English

Knowing the subject of methodology
- Have a sufficient knowledge of theories of language teaching and learning, methodology concepts
- Provide principled justification for the teaching approaches, range of techniques and materials being used
- Select and create appropriate tasks and materials for the classroom
- Develop their range of teaching techniques following up observation of colleagues

Managing own professional development
- Understand the principles of reflective practice
- Collaborate with colleagues, regularly share experiences and ideas with other teachers and get support from them
- Undertake further training
- Keep up to date with the latest developments in ELT
- Understand how to observe and learn from other teachers
- Identify areas for professional development, set goals and plan development to achieve these goals
- Build learner autonomy in themselves

Appendix D. Assessment Specifications

Module 2 Preparing to Teach 1
Assessment Specifications

Assessment in this module consists of three components:

1. Attendance and participation (30% of total for the module)
2. Cumulative check of understanding in the form of a multiple choice test (40% of total for the module).

Individually, do the test (20 items) to check your understanding after units 2.1–2.2 (40% of total for the module).

3. Portfolio containing two items (30% of total for the module). The portfolio tasks are submitted in an agreed format.

Individually, create a portfolio containing the following items:

	Portfolio items	Weighting
1	analytical statement of methods and approaches you were exposed to	15%
2	an analysis of a lesson observed during school practice with the focus on organisation, modes of participation/interaction, classroom language, classroom resources	15%
Total		**30%**

Item 1

Supplement your personal learning account (Module 1, Assignment 2) with a reflection (250-300 words) on the methods and approaches you have been exposed to and their impact on you as a learner.

Focus on the following aspects:

- views of language
- focus of teaching
- roles of a learner and a teacher
- the language of instruction
- attitude to mistakes
- typical activities
- strengths and weaknesses

Assessment criteria	Weighting
Task fulfilment (number of words, deadline met, accuracy)	5% (1%+1%+3%)
Evidence of understanding of CLT principles and how these are put into practice in the classroom	10%
Total	**15%**

Item 2

 Analyse a lesson observed during school practice focusing on organisation, modes of participation/interaction, classroom language and classroom resources.

Procedure:

- observe a lesson and do the observation tasks
- write an account of the lesson based on your observation of the organisation, modes of participation/interaction, and instruction-giving skills; state which of these aspects contributed to the effectiveness of the lesson and why; identify the most important factors that you personally will need to attend to when managing your own classroom in the future.

Assessment criteria	Weighting
Task fulfilment (number of words, deadline met, accuracy)	5% (1%+1%+3%)
Evidence of understanding of the principles of classroom management and how these are put into practice in the classroom	10%
Total	**15%**

Appendix E. Follow-up Reading

Module 2 Preparing to Teach 1
Unit 2.1: Principles of Communicative Language Teaching
Session 6: The main principles and features of CLT

Principles of Communicative Language Teaching: ideas how to implement CLT in the classroom

The main principle of communicative language teaching is to teach language learners to understand and use real and useful communication. That means not single words out of context, but how and when to use words, and an ability to recognise and make questions, answers and statements as part of a dialogue, as and when appropriate.

As language teachers we need to therefore move on from just teaching knowledge of rules or language to a competent use of language, in response to a real need to understand and be understood.

Language teachers also need to help language learners to recognise the need to negotiate for the meaning of what is heard or read. Also learners need to know how and when to interrupt, and to be able to ask questions to help understanding.

 Real communication involves fluency in speaking and reading, as well as accuracy. So language learners need to be taught to keep on talking or reading, even if the words are not quite right or totally understood. This is because people who are not fluent can be difficult to listen to or understand, and a few small mistakes do not usually cause much of a problem in understanding the message.

To encourage language learners to communicate more easily and successfully, language teachers need to move on from doing all the teaching and talking and always being the centre of attention. The teacher needs to remain in control of organising the class and managing the learning, while the lesson can sometimes be more learner-centred with the learners practising what they have been taught.

Language teachers need to help language learners to become more independent from the teacher, and to become more active learners, thinking for themselves, and helping and learning from other learners. This will help the learners in situations where there is no teacher.

Language learning activities, using pair and group work are a useful technique for guiding the language learners towards better and easier communication. This type of practice gives the whole class maximum opportunities for practising the language.

Summary
Explain rationale

- the emphasis is on real and useful communication;
- move on from knowledge of rules, to a need to communicate;
- move on from rote learning to negotiation of meaning;
- move on from only accuracy to emphasis on fluency;

- move on from isolated words to dialogue building;
- move on from the teacher talking to learners talking;
- move on from teacher-centred to learner-centred;
- help the learners become more self-reliant and active learners;
- help and encourage peer support and correction;
- these activities help language learners become motivated to speak;
- teach don't always test;
- "tell me and I forget, teach me and I learn, involve me and I remember"

How to do it

- the teacher is more a manager of learning;
- give learners more responsibility for their learning;
- use more language learning tasks;
- use pair and group work for real interaction;
- use more speaking for reinforcement;
- give all learners maximum opportunities for practice;
- the classroom is a high-English-exposure-environment

CLT: Conclusion

The adoption of a communicative approach raises important issues for teacher training, materials development, and testing and evaluation. Questions that have been raised include whether a communicative approach can be applied at all levels in a language program, whether it is equally suited to ESL and EFL situations, whether it requires existing grammar-based syllabuses to be abandoned or merely revised, how such an approach can be evaluated, how suitable it is for non-native teachers, and how it can be adopted in situations where students must continue to take grammar-based tests. These kinds of questions will doubtless require attention if the communicative movement in language teaching continues to gain momentum in the future.

CLT has spawned various movements such as proficiency-based or standard-based instruction. While the early days of CLT were concerned with finding best designs and practices, the proficiency-based movement contributed to the field of language teaching by putting forward a set of proficiency guidelines. These guidelines describe language ability and are meant to be used to measure competence in a language. In this sense, the proficiency-based movement focused on measuring what learners can do in functional terms. By providing evaluative descriptions, that is, by specifying what students should know and how they should be able to use language within a variety of contexts and to various degrees of accuracy at different stages, it provided a set of broadly stated goals and thus a sense of direction for curriculum designers. The standard-based movement attempted to further streamline descriptions of what students should know and be able to do after completing a particular grade level or curriculum to meet national standards in foreign language education from kindergarten to university. In this way, both movements positively influenced and strengthened the development and implementation of communicative oriented teaching practices. These practices are elaborated and presented in the CEFR (Council of Europe, 2001).

Borrowed from: BBC World Service - Learning English

http://www.bbc.co.uk/worldservice/learningenglish/teachers/talkingtime/tt01.htm

Appendix F. Links to Videos

Techniques and Principles in Language Teaching:

https://www.youtube.com/watch?v=cNSmrbkYKx8

Grammar-translation method: https://www.youtube.com/watch?v=ds11pqmv_5A

Direct method: https://www.youtube.com/watch?v=QODzJsElHVU&t=102s

Audio-lingual method: https://www.youtube.com/watch?v=Pz0TPDUz3FU

Silent Way: https://www.youtube.com/watch?v=xqLzbLCpack

TPR: https://www.youtube.com/watch?v=j6De52Pzr8c

Suggestopedia: https://www.youtube.com/watch?v=3rkrvRlty5M

Community method:

https://www.youtube.com/watch?v=tx_we_P3Pic&list=PL7BITIDdOgZJhim70umCX0sAJF
OtMRnda&index=2

Natural Approach: https://www.youtube.com/watch?v=bJGSdX95XpQ&t=235s

Communicative Approach: https://www.youtube.com/watch?v=3kRT-rsKxn4

Appendix G. Student Feedback Slip

Unit 2.1 Principles of Communicative Language Teaching

Date: _____

1. What did you enjoy most about the unit?

   _____
   _____
   _____
   _____
   _____
   _____
   _____
   _____
   _____
   _____

2. What is the most valuable thing you have learnt from the unit that you can use in your studying (knowledge or skills)?

   _____
   _____
   _____
   _____
   _____
   _____
   _____
   _____

3. Is there anything in the unit that you do not understand or needs further explaining? Please provide specific examples.

   _____
   _____
   _____
   _____
   _____
   _____
   _____
   _____

4. What did you learn from the unit that you anticipate using in your future work as a teacher?

_____
_____
_____
_____
_____
_____
_____
_____

5. What other specific comments do you have?

_____
_____
_____
_____
_____
_____

Thank you.