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Անգլերեն լեզու

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Հաղորդակցական ՕԼԴ. սեփական առաջնայնությունները

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Content

Introduction

Our research is about Communicative Language Teaching (CLT).

Learners of English who have the opportunity to live in an English speaking environment while studying have a huge advantage. They are surrounded by the language continuously and are able to put acquired language into practice in everyday, realistic situations. However, the majority of English learners are living in their native countries, where English is not the first language and as a result do not have these benefits. Many of these students may have the opportunity to use English at work, with their friends or in some other practical way where they are able to use their English on a fairly regular basis. Many other learners of English are not so fortunate and their only contact with the language may be daily, twice weekly or weekly English classes at school or at a private language institute.

As a result these students do not get the same exposure to the language and opportunity to put it into practice. As children we all learnt our native language (commonly referred to as 'L1', or first language) without the aid of language teachers and course books. We simply absorbed the language around us, processed it and through trial and error formulated internal ideas and rules to allow us to be able to use the language fluently and accurately. This 'natural language acquisition' is impossible to replicate in the classroom (when learning a second or foreign language, often referred to as 'L2'), but many of the most popular methodologies in EFL teaching today do try to imitate it as far as is practical. For as long as people have been learning and teaching language, there has been continual, and often heated, debate as to which methods and techniques produce the best results. The most common of these, along with a brief description, are listed on the following page.

Chapter I

Communicative Language Teaching:
My Priorities.

The Communicative Language Teaching is a method that focuses on the learning of language skills through communication. Instead of focusing on grammar and accuracy it instead places emphasis on meaning and establishing connections that can create conversations between classmates. The learners take on a new role of being active in their learning and working together to interact and contribute to classroom participation. They develop a greater responsibility in their learning and must be comfortable interacting with their peers. The teacher must determine the language needs of the class and organize activities that will lead to conversations in the classroom. The teacher should also provide materials as well as observing and giving feedback to the students. Instructional material also plays a role in CLT. Textbooks, tasked based activities(games, cue cards,role-play materials) as well as visuals make a difference in the classroom. Also the use of technology is very helpful in promoting conversations and activities that lead to learning.
Students can have various difficulties and problems in learning English. They can make different mistakes in English pronunciation, grammar, lithography and vocabulary usage. There is a connection between the native language of a learner and the particular difficulties in learning and using English and the kind of mistakes a learner typically makes in English. Listening comprehension and speaking in English are the skills generally more frequently used than reading and writing in daily living in an English speaking country.

Features of Communicative Approach

There are various features to the communicative language teaching approach, including the integration of reading,writing and speaking. For example, a teacher may ask students to watch a video and then write a one to two sentence opinion about the video on the board. Students will then read each other's opinions and discuss how they felt about what they watched. This allows for multiple skills to be practised at once, which is beneficial to a student's ability to communicate effectively with others.

CLT also uses groups or pairs for activities, which allows for collaboration to be instilled in the language-learning classroom. Group work or work in pairs allows for students to discuss, practise and master material without feeling isolated in the process of learning a new language.

The communicative approach uses tools, and technology for a personalized learning approach as well. Each student learns differently and has different interests, so through CLT, teachers can make learning more individualized to best meet the needs of their students. For example, students may enjoy talking about sports or popular culture, so the teacher may ask students to discuss those areas with one another through multiple activities, such as role-playing real-life scenarios, group discussion or pair discussion, among other various activities that encourage collaboration.

Examples of Communicative Approach
Activities in the Classroom

Role-playing is an effective activity that is often used in the CLT classroom. For example, some students may love shopping, so the teacher decides that they should discuss their love of shopping through a role-playing activity. One student will act as the cashier while the other will act as the customer.

Interviews are also a great way to use CLT in the classroom. For example, students may be put into a group together and asked to interview each other about their interests, such as what hobby is their favourite. Then the students may be asked to repeat the information they heard.

What are the main principles of communicative language teaching?
_____

 Communicative language teaching integrates reading, writing and speaking, which can have students practice multiple skills at once. It also uses groups or pairs for activities and tools and technology to create a more individualized learning experience for students.

What is a communicative language teaching example?
_____

 CLT prioritizes the individual needs and interests of students, so having students group together or pair together to discuss their favourite sport can have them practise speaking the new language regarding something that they are passionate about.

What are the benefits of CLT?
 Students who can discuss their favourite things may feel more passionate in speaking to others and out loud instead of speaking about something that is not as engaging to them.

The Communicative Approach often seems to be interpreted as: '' if the teacher understands the student we have good communication'' but native speakers of the target language can have great difficulty understanding students. The CLT approach focuses on fluency but not accuracy.
The teacher is charged with the responsibility of establishing situations likely to promote communication. The students are communicators. They learn to communicate by communicating. In CLT, learning activities are selected according to the interests of the learner. The classroom activities of communicative language teaching are: games, problem-solving tasks, and role-play. There are four basic skills in any language, receptive skills-reading and listening, and productive skills: speaking and writing. All are equally important and wherever possible we should try to incorporate all of them into our lessons if we want to have a balanced approach.

Often we will want to focus more on one particular skill but still bring others in to create an ''integrated'' skills lesson.

Chapter II

First I want to speak about teachers' responsibilities, roles and qualities.

A good teacher should be kind and patient, should really love teaching.

A good teacher should be lively and entertaining, should have a good subject knowledge.

A good teacher should have good rapport and interaction with the class, should be able to involve all students equally throughout the lesson, should be able to correct students without offending them or affecting their motivation.

The communication approach stresses the importance of language functions (such as agreeing, inviting, suggesting,etc.) as opposed to reliance only on grammar and vocabulary. Activities in CLT typically require students to use the language in red life situations, so role-play and simulation have become popular with this method.

Communication between people is a very complex and ever changing thing.

7 Kinds Of Activities To Develop Students' Communicative Competence

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Communicative Language Teaching (CLT) is based on the main goal of involving students in meaningful communication using the target language. There are many activity types that can be used in the classroom to achieve that goal. The following are the main 7 kinds of them.

1. Communicative Activities:

In these activities, students should use the language in real-life communicative situations where real information is exchanged and authentic language is used. In addition, the language used is not predictable.

E.g. Asking about directions and how to get to certain places; the nearest bus stop, café or train station.

2. Information-Gap Activities:

These activities achieve the goal of people's communication which is getting the information they don't possess. Students are encouraged in the classroom to do these activities to communicate meaningfully to obtain information.

E.g. Divide students into pairs to practise role-playing. Each student has information that the other doesn't know. One student asks for information on train departures, prices, the time, … etc.

3. Task-Completion Activities (Puzzles, Games, Map-Reading, … etc.)

In these tasks, the focus is on using the language resources to complete a task.

4. Information-Gathering Activities (Survey, Interviews, Searches, … etc.)

In these activities, students are required to use language resources to collect information.

5. Opinion-Sharing Activities:

In these activities, students share their values, opinions and beliefs.

E.g. Listing the most important qualities of a good teacher or the best friend.

6. Information-Transfer Activities:

In these activities, students take information from one form and represent it in a different form.

E.g. Reading information about a subject and represent it in a graph or a map.

7. Reasoning-Gap Activities:

In these activities, students derive or infer information from given information.

E.g. deriving information from the classroom timetable.

Lesson Planning

There is no special way in which a plan must be written.
Some teachers write formal plans, some jot notes. Each teacher has to find

their own way. If you have to change your plan during the lesson for whatever reasons you should also make a note of those changes so that you will have an accurate record.

Basic principles of lesson planning are:
- Keep it simple. You may need to refer to it during a lesson. Structure it and maintain the same structure.
- Keep it flexible and open to adaptation.
- Write the anticipated time for each activity.

Here is an example of Lesson Planning

Future plans using "going to"

General:

Time:	40 mins - 1 hour
Objectives:	Talking about future plans using "going to" + infinitive
Structures:	"What are you going to do (this/next weekend / during the summer)?" "I'm (not) going to…"
Target Vocab:	go shopping, go to the movie theater, play a sport, go swimming, go abroad, meet my friends, visit relatives, go to the beach, play video games, watch TV / movies, fly a drone, eat out, go to a party, go dancing, get my hair cut, study, read comic books, exercise, go hiking, sleep a lot

You will need to download:

Printables:	• Actions Charades Game Cards (see the end of this lesson plan) • What are you going to do … ? True or False Board Game (enlarge to A3 if possible) • Reader worksheet • Monster story planner worksheet • Make your own reader - Monster School Summer Plans (reader template) • Weekend Plans Write worksheet • Warm Up & Wrap Up lesson sheet
Reader:	Monster School Summer Plans

This weekend

I am going to
(I am not going to)

go shopping ✔️
eat out ✖️
sleep a lot ✔️

During the summer

I am going to
(I am not going to)

go abroad ✔️
visit relatives ✔️
go to the beach ✖️

Practice saying future plans

In the same small groups, get students to point to different cards and say sentences, such as:
During the summer, I am going to go to the beach.
This weekend, I am not going to play video games. etc.
Encourage students to give true answers. Finish by going around the class asking each student to say one sentence.

Ask 5 "Wh" questions
We are going to get students extend their conversations by introducing questions. Wipe the board clean and stick 2 photos of people on either side of board. As a class, you are going to write a conversation.

Start by drawing a speech bubble from the left person photo and inside write:
What _____ you _____ _____ do this weekend?

Elicit and write the missing words What are you going to do this weekend?

Then from the right person photo draw another speech bubble:

I ____ _____ _____ go shopping.

Get everyone to stand up and find a partner. Your students are going to have multiple conversations, each time with a different partner. Follow the below process, each time telling students to find a new partner after each conversation:
• Conversation 1: Role play the conversation on the board.

• Conversation 2: Do the same conversation but using the answers in their notebooks.

• Conversation 3: Change the activity (e.g. play tennis, watch TV, etc.). Practice this with 2 different partners.

• Conversation 4: Change "This weekend" to "During the summer". Practice this with 2 different partners. Finally, get everyone to sit down and do a check by asking different pairs to stand up and act out a conversation in front of everyone. Be sure to applause and give lots of praise, as well as helping with any mistakes.

"What are you going to do … ? True or False" board game Now students will get the chance to use the structures they have just learned by playing a fun board game. Before class, print out enough copies of the board game sheet and instructions sheet for each group of 2-3 players. You'll also need a dice for each group and enough counters (anything small) so that each person has one.

Put students into groups of 2-3 around a table and give out the game boards, instruction sheets, dice and counters. Read through the instructions as a class and make sure everyone understands the game.

Conclusion
Communicative Language Teaching

Has passed through a number of different phases. In its first phase, a primary concern was the need to develop a syllabus and teaching approach that was compatible with early conceptions of communicative competence. Methodologists focused on the kinds of classroom activities that could be used to implement a communicative approach, such as group work, task work, and information-gap activities.

As for me, through the years I have understood that the most effective way of CLT is role-play.

Dialogues also help to communicate easily. I have always chosen a fairy-tale or a novel and I have worked hard to give role parts to the children. Children like to perform on the stage and it becomes a good party. I have staged "The Little Red Riding Hood", "The Turnip", "Cinderella", "Snow White and The Seven Dwarfs", "Romeo and Juliet", "The Little Mermaid", "Robin Hood". Children are motivated when they are praised and applauded. Any performance or a party is equal to 10-15 classes. Children not only learn their parts, but also their friends' parts. I will present the discs if I am asked.

Thank you.

References

1. TESOL courses
2. Communicative language Teaching Today - Jack C. Richards
3. William Littlewood