



COMMUNICATIVE LANGUAGE TEACHING

Communicative Language Teaching

Dr. Lata Subhash More (Surwade)



Communicative Language Teaching:

COMMUNICATIVE LANGUAGE TEACHING (Know the Communicative Competence of Learners) Dr. Lata Subhash More (Surwade), 2019-02-22 All languages are used for communication said P Gurrey for expressing anything that we have attended to for recording information for thinking and for getting what we want and so on Language plays a great part in the mental emotional and social development of a person The English language has exercised a great influence over the past two centuries in shaping the political social economic intellectual and cultural life of India and is still serving as a dynamic instrument of social change English is today one of the foremost international languages in the world It provides easy access to the world's rich literature science and technology radio and TV and an ever growing number of books periodical and newspapers We in India have gained immensely by partaking of this great heritage through the English language

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

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

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

Teaching of Poetry by Communicative Language Teaching (CLT) Saba Shafiq, 2019-12-18 Akademische Arbeit aus dem Jahr 2019 im Fachbereich Anglistik Sonstiges Note 3 Sprache Deutsch Abstract In present study researcher has chosen Lewis Carroll's *You are old Father William* to teach language for communicative purposes In the history of language teaching certain methods such as Audio lingual Grammar Translation

Suggestopedia and Total Physical Response have come into view. All these methods have been widely and extensively discussed and evaluated by researchers and scholars. Each of them has their own focus, weak points as well as strong points, and they are based on a theory. In other words, methods are developed based on theories such as behaviourism, structuralism, constructivism, and universal grammar. Communicative Language Teaching (CLT) is no exception with this regard. Now a day the CLT method, which is originated in Britain, is widely used in English as Second Language (ESL) classrooms around the world. CLT is recognized as a powerful theoretical model in ELT by many linguists and language teachers as a useful approach to language teaching.

Communicative Language Teaching Deepti Gupta, 2006 The Push Towards Communicative Language Teaching and Its Impact on the Korean Classroom Philip Elwell, 2011-11 Scientific Essay from the year 2011 in the subject Speech Science / Linguistics grade C University of Leicester course MA TESOL and Applied Linguistics Second language teaching and learning language English abstract This paper will review through the aims of communicative teaching, examining the roles of both the teacher and the learner as well as the significant traits of the communicative classroom. It will examine the recent changes in educational policy within Korea, looking at its move towards communicative language teaching and the impact which this has had on the traditional Korean classroom. It will briefly look at how communicative language teaching and the Korean Confucius mindset relate. Finally, it will examine the difficulties that teachers face when implementing a communicative approach and the implications that this approach will have.

Contexts of Competence Margie Berns, 2013-06-29 The introduction of communicative competence as the goal of second and foreign language teaching has led to recognition of the role of context in language learning and use. As communicative competence is defined by the social and cultural contexts in which it is used, no single communicative competence can serve as the goal and model for all learners. This recognition has had an impact on program design and materials development. One significant change is that the choice of a teaching method is no longer the primary concern. Instead, the first step for the program designer is becoming familiar with the social and cultural features of the context of the language being taught. This includes a consideration of the uses speakers make of the language, their reasons for using it, and their attitudes toward it.

Contexts of Competence Social and Cultural Considerations in Communicative Language Teaching explores the relationship between context and competence from a theoretical and practical perspective. Its audience is applied linguists in general and language teaching practitioners in particular. The overall aim of its five chapters is to provide a framework for consideration of various contexts of language learning and use and to guide the implementation and development of models of communicative language teaching that are responsive to the context-specific needs of learners.

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

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

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

Unit Past experiences Methodology Sample Lesson Plan Lesson Plan Reference Communicative Language Teaching in Action Klaus Brandl, 2008 Communicative Language Teaching in Action Putting Principles to Work is designed as a basic text that intends to demonstrate principles and practices of communicative language teaching and task based instruction Its primary purpose is to serve as a guide for second and foreign language teachers in training or for those who have embarked on a new career as language teachers Jacket from first edition **MAKING COMMUNICATIVE LANGUAGE TEACHING HAPPEN** James F. Lee, Bill VanPatten, 2003-05-19 Table of contents *Communicative Language Teaching* William Littlewood, 1981-03-31 The communicative approach is changing the face of foreign language teaching Communicative Language Teaching provides an introduction to communicative language teaching for practising classroom teachers The author gives a single coherent account of the basic communicative ideas emphasizing those aspects most important in the classroom so that teachers can integrate the new ideas into their own familiar methods He stresses that a knowledge of grammar remains essential for effective communication **International Handbook of English Language Teaching** Jim Cummins, Chris Davison, 2007-12-31 This two volume handbook provides a comprehensive examination of policy practice research and theory related to English language teaching ELT in international contexts Nearly 70 chapters highlight the research foundation for the best practices frameworks for policy decisions and areas of consensus and controversy in the teaching and development of English as a second and or additional language for kindergarten through to adult speakers of languages other than English In doing so it problematizes traditional dichotomies and challenges the very terms that provide the traditional foundations of the field A wide range of terms has been used to refer to the key players involved in the teaching and learning of the English language and to the enterprise of English language teaching as a whole At various times and in different contexts the following labels have been used in countries where English is the dominant language to describe programs learners or teachers of English English as a second language ESL English as an additional language EAL limited English proficient LEP and English language learners ELL In contexts where English is not the dominant language the following terms have been used English as a foreign language EFL English as an international language EIL and English as a lingua franca ELF *Communicative Language Teaching* Janice Yalden, 1981 This discussion is intended as a general introduction to communicative language teaching The text is divided into six parts dealing with the reasons for communicative language teaching the background to it learning to communicate classroom activities the role of the teacher and ways to get the method started Part One examines the nature of communication the need for learning forms and use appropriate register and interactive skills The background section reviews methods of teaching languages discusses the kind of teaching to be provided and the principles on which communicative language teaching is based The third chapter addresses the issues of meaning form and content The section on classroom activities outlines a variety of activities along with the part they play in a communicative approach Chapter five defines the role of the teacher in the communicative

situation as that of counselor or consultant The final chapter suggests the need to explore the principles of communicative language teaching in a variety of classroom settings as well as the need for empirical research AMH *Interpreting Communicative Language Teaching* Sandra J. Savignon, 2008-10-01 The emergence of English as a global language along with technological innovations and the growing need for learner autonomy is changing language teaching rapidly and profoundly With these changes come new demands and challenges for teaching education programs This authoritative collection of writings highlights some of the best work being done today in the United States and abroad to make communicative competence an attainable goal The contributors examine what has come to be known as communicative language teaching or CLT from the perspectives of teachers and teacher educators The book documents current reform initiatives in Japan the United States Hong Kong Taiwan and continental Europe to provide a global perspective on language teaching for communicative competence Four major themes recur throughout the volume the multifaceted nature of language teaching the highly contextualized nature of CLT the futility of defining a native speaker in the postcolonial postmodern world and the overwhelming influence of high stakes tests on language teaching The book is a useful and valuable tool for language teachers teacher educators and policymakers Approaches and Methods in Language Teaching Jack C. Richards, Theodore S. Rodgers, 2001-03-12 In addition to the approaches and methods covered in the first edition this edition includes new chapters such as whole language multiple intelligences neurolinguistic programming competency based language teaching co operative language learning content based instruction task based language teaching and The Post Methods Era **Storytelling and communicative language teaching** Hasret Deliorman, 2009 Studienarbeit aus dem Jahr 2007 im Fachbereich Englisch P dagogik Didaktik Sprachwissenschaft Note 13 Johann Wolfgang Goethe Universit t Frankfurt am Main Institut f r England und Amerikastudien Veranstaltung The Secret Formula Sprache Deutsch Abstract Nowadays it is necessary to be able to speak english because this language is getting more and more important and it is the basis of international communication So pupils have to learn as early as possible to have a strong command of this language and to use it effectively Communicative language teaching CLT emphasizes communicative skills and wants communicative practise at the centre of classroom learning According to Savignon communicative competence is the central theoretical concept of CLT 2004 She defines this competence with the terms of expressions interpretation and negotiation of meaning Hedge says that it is important for CLT to encourage pupils to communicate their needs ideas and opinions and also that they are able to operate effectively in the real world 2000 44 45 She writes that in the communicative language classroom pupils have to learn to use that language in certain settings and authentic situations According to both authors CLT helps to develop certain communicative skills and to come to terms with the language without any grave problems of expressing thoughts wishes opinions etc The language learner has to indentify him with that language so that he can apply his knowledge without any fear and uncertainty And it is important that the teacher applies grammar based exercises as an integral part of real live

tasks Otherwise the learners could get bored deterred or even overtaxed with grammatical units Hedge claims too that a teacher's intervention to correct should be as minimal as possible 2000 58 We can integrate grammatical units in activities where learners are supposed to talk about their next holiday plans and therefore they need to use several f Perspectives in Communicative Language Teaching Keith Johnson, Don Porter, 1983 **Aspects of Language Teaching** H. G. Widdowson, 1990-04-19 This volume critically reviews the most prominent issues in language teaching today and relates them to general perspectives on the nature of language and of language teaching and learning

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Table of Contents Communicative Language Teaching

1. Understanding the eBook Communicative Language Teaching
 - The Rise of Digital Reading Communicative Language Teaching
 - Advantages of eBooks Over Traditional Books
2. Identifying Communicative Language Teaching
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Communicative Language Teaching
 - User-Friendly Interface
4. Exploring eBook Recommendations from Communicative Language Teaching
 - Personalized Recommendations
 - Communicative Language Teaching User Reviews and Ratings
 - Communicative Language Teaching and Bestseller Lists
5. Accessing Communicative Language Teaching Free and Paid eBooks
 - Communicative Language Teaching Public Domain eBooks
 - Communicative Language Teaching eBook Subscription Services
 - Communicative Language Teaching Budget-Friendly Options

6. Navigating Communicative Language Teaching eBook Formats
 - ePub, PDF, MOBI, and More
 - Communicative Language Teaching Compatibility with Devices
 - Communicative Language Teaching Enhanced eBook Features
7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Communicative Language Teaching
 - Highlighting and Note-Taking Communicative Language Teaching
 - Interactive Elements Communicative Language Teaching
8. Staying Engaged with Communicative Language Teaching
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Communicative Language Teaching
9. Balancing eBooks and Physical Books Communicative Language Teaching
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Communicative Language Teaching
10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
11. Cultivating a Reading Routine Communicative Language Teaching
 - Setting Reading Goals Communicative Language Teaching
 - Carving Out Dedicated Reading Time
12. Sourcing Reliable Information of Communicative Language Teaching
 - Fact-Checking eBook Content of Communicative Language Teaching
 - Distinguishing Credible Sources
13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development
 - Exploring Educational eBooks
14. Embracing eBook Trends
 - Integration of Multimedia Elements

- Interactive and Gamified eBooks

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