

- context, and the role of the interlocutors.
- Students should be given opportunities to develop strategies for interpreting language as it is actually used by native speakers.
 - Dialogs, if used, center around communicative functions and not memorized.
 - Reading and writing can start from the first day, if desired.
 - Sequencing is determined by any consideration of content, function, or meaning which maintain interest.
 - Fluency and acceptable language is the primary goal.
 - Intrinsic motivation springs from an interest in what is being communicated through the language.
 - Translation may be used where students need or benefit from it.
 - Language is often created by the individual through trial and error.

Conclusion

Communicative language teaching may be considered an approach rather than a method. Perhaps the greatest contribution of the CLT is asking teachers to look closely at what is involved in communication. If teachers encourage students to use the target language, then they must truly understand all that is communicatively necessary.

CLT appeared at a time when language teaching was ready for a paradigm shift. Situational Language Teaching and ALM were no longer felt appropriate for the seventies and beyond. CLT appealed to those who seek a more humanistic approach to teaching, one in which the interactive processes of communication receive priority.

But some of the claims of CLT are being looked at more critically. The adoption of a communicative approach raises important issues for teacher training, materials development, testing and

evaluation and it seems that its procedures are more appropriate for intermediate and advanced students. This implies that learners must have reached a threshold level before attending CLT classes. Sometimes it may be difficult to conduct a class based on the students needs and interest.

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Another linguistic theory of communication favored in CLT is Halliday's functional account of language use. In a number of influential books and papers, Halliday elaborated on a powerful theory of the functions of language, which completes Hyme's view of communicative competence.

Another theorist frequently cited for his views on the communicative nature of the language is Henry Widdowson. He presented a view on the relationship between linguistic systems and their communicative values in text and discourse. He focused on the communicative acts underlying the ability to use language for different purposes.

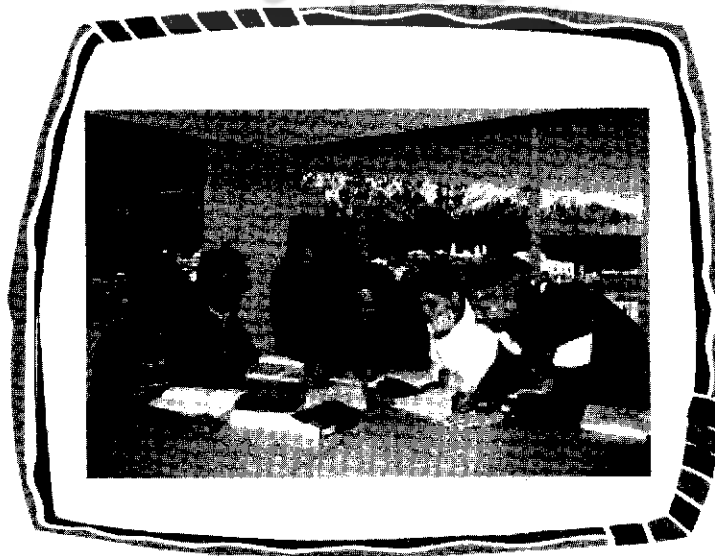
A more recent but related analysis of communicative competence is found in Canale and Swain (1980) in which four dimensions of communicative competence are defined: grammatical, sociolinguistic, discorsal and strategic competences. Anyhow, at the level of language theory, CLT has a rich theoretical base.

Unlike the account that has been written on communicative language teaching, it does not propose any innovative views regarding the process of language learning. Only some elements of an underlying learning theory can be discerned in its practice. Some of its communication principles are activities that involve real

communication and promote learning. Language is used for carrying out meaningful tasks and when language is meaningful, it supports the learning process.

Principles of CLT

- Whenever possible authentic language should be introduced.
- Activities should be conveyed through language and involve negotiation.
- The target language is a vehicle for classroom communication.
- Students should work with language at the discorsal of suprasentential level.
- Students should be given an opportunity to express their ideas and opinions.
- Communicative interaction encourages cooperative relationships.
- The social context of the communicative event is essential in giving meaning to the utterances.
- The teacher acts as an advisor during communicative activities.
- The teacher helps learners in any way that motivates them to work with the language.
- The speaker has a choice not only about what to say, but also how to say.
- The grammar and vocabulary that the students learn come from the functional, situational





ability from an early stage. Classroom activities can maximize opportunities for learners to use the target language communicatively where the emphasis is on meaning rather than form. The teachers can use the target language as a normal medium for classroom management and make the class learner-oriented paying attention to student's needs and interest.

Objectives

- 1- The main objective of CLT is to increase the communication ability of the learners in order to enable them to cope with their communicative needs in the target situation.
- 2- Classroom goals focus on all components (grammatical, discoursal, functional, sociolinguistic and strategic) of communicative competence.
- 3- Language techniques are designed to engage learners in the pragmatic, authentic functional use of language for meaningful purposes.
- 4- Fluency and accuracy are seen as complementary principles underlying communicative techniques.
- 5- Students have to use the language productively and receptively in contexts outside the classroom.
- 6- An integrative and content level of language is used as a means of expression.

7- An affective level of interpersonal relationships and conducting language as a means of expressing values and judgments about oneself and others is emphasized.

- 8- Students share information with others.
- 9- Students have choices about what and how they are going to say.
- 10- They communicate with a definite purpose in mind.
- 11- They talk about real topics in real situations.
- 12- They learn the sociocultural aspects of language.
- 13- They are given opportunities to focus on their own learning process through an understanding of their own styles of learning.
- 14- There is a great tolerance towards learners errors and acceptance of their contribution to language development.

Theoretical Assumptions

The communicative Language Teaching starts from a theory of language as communication. Chomsky's linguistic competence was criticized by many scholars because it only characterizes the abstract abilities speakers possess and enables them to produce grammatically correct sentences in the language. Hymes proposed the term "*communicative competence*" to refer to what a speaker needs to know in order to be communicatively competent in a speech community.

Communicative Language Teaching *Background and History*

Every single method, approach or set of ideas that we look at, has a distinct identity. In most cases it differs from the rest not only in its ideational base but also in the way it defines the teacher's role and the nature of his involvement in teaching.

But there is also some aspects that set apart the methodological initiatives of the 1970s from the previous methods and they belong to the *communicative movement* which was born during the early years of the 1970s.

Communicative language teaching is not a highly structured method of teaching. There is no well defined set of techniques and activities to be carried out in the classroom. Some specialists categorized it as an emphasis or an aim rather than an approach or method, but Johnson and Morrow (1981) define CLT as second-language teaching method in which communicative competence is the aim of the course.

Communicative language teaching began in the 1960s as a replacement to the earlier structural methods. This was partly in response to Chomsky's criticism of American structural theories of language. Scholars who advocated this view of language, such as Christopher Candlin and Henry Widdowson, drew on the work of British functional linguists like John Firth, M.A.K.Halliday, American sociolinguists such as Dell Hymes, John Gumpers, and William Labov, as well as philosophers like., John Austin and John Searle.

Johnson and Porter (1983) state that to qualify as being communicative, activities must "*involve some element of choice by the learner.*" The trend toward CLT has come about as a result of the realization of how complex communication really is. They noticed that a large number of students in traditional grammar-based courses are structurally

competent but communicatively incompetent.

When we communicate, we use the language to accomplish some functions, such as arguing, persuading, promising also. Moreover, we carry out these functions within a social context. A speaker will choose a particular way to express his arguments not only based upon his intent and his level of emotion, but also on whom he is addressing and what his relationship with that person is. Furthermore, since communication is a process, it is insufficient for students to simply have knowledge of the target language forms, meanings and functions. Students must be able to apply their knowledge in the negotiating meaning and it is through the interaction between speaker and listener (or reader and writer) that meaning becomes clear.

Although the movement began as an innovation, focusing on alternative conceptions of a syllable, since the mid-1970s the scope of communicative language teaching has expanded. Both American and British proponents now see it as an approach that aims to (a) make communicative competence the goal of teaching and (b) develop procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication. Thus its comprehensiveness makes it different in scope and status from any other approaches or methods.

Communicative language teaching means more than an integration of grammatical and functional teaching. Littlewood (1981) states "one of the most characteristic features of communicative language teaching is that it pays systematic attention to functional as well as structural aspects of language." For some teachers, it may mean using the procedures where learners work in pairs or groups employing available language resources in problem solving tasks. Another frequently cited dimension of CLT is that it is learner-centered and experience-based. It offers some communicative



Knowledge Improvement

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Communicative Language Teaching

چکیده

در سال ۱۹۶۰ روش تدریس ارتباطی به عنوان جایگزینی برای روش های ساختار گرایانه ی قبلی معرفی شد. این تحول تا حدودی ناشی از انتقاد چامسکی از تئوری های ساختارگرایی زبان بود. روش تدریس ارتباطی ترکیب ساده ای از روش های تدریس گرامری و کاربرد زبان است.

همان گونه که لیتل وود (۱۹۸۱) اظهار می دارد: یکی از ویژگی های بارز روش تدریس ارتباطی، اهمیتی است که این روش به کاربرد زبان به همراه جنبه های ساختاری آن می دهد. ویژگی مهم دیگر این روش، دانش آموز محوری و تجربه مداری بودن آن است. این روش از ابتدا بر مهارت ارتباط در زبان تأکید دارد. به علاوه، فعالیت های کلاسی فرصت های مناسبی برای زبان آموزان فراهم می آورد تا از زبان خارجی برای برقراری ارتباط و تعامل استفاده کنند. البته در این روش معنی بیش از نقش و فرم مورد تأکید است. روش ارتباطی همواره می تواند با علاقه ها و نیازهای زبان آموزان تنظیم شود.

Abstract

کلیدواژه ها: ارتباط، کاربرد، معنا، نقش، موثق، متن، انتخاب، علاقه.

Communicative Language Teaching began in Britain in the 1960s as a replacement to the earlier structural methods. This was partly in response to Chomsky's criticism of American structural theories of language teaching.

Communicative language teaching means more than an integration of grammatical and functional teaching. Littlewood (1981) states that "one of the most characteristic features of communicative language teaching is that it pays systemic attention to functional as well as structural aspects of language." Another frequently cited dimension of CLT is that it is learner-centered and experience-based. It offers some communicative activities from an early stage and can maximize the opportunities for learners to use the target language in their communication. Emphasis is on meaning rather than form, and student's needs and interest are taken into account.

Key Words: communication, function, meaning, form, authentic, context, choice, interest