Communicative Language Teaching (CLT)

Objectives:

1. Real and meaningful communicative situation.
2. To motivate students to learn and use communicative skills.
3. The instruction should be done in TL (foreign language: English).

Significant Aspects:

1. Fluency should be emphasized.
2. To help students integrate their language skills, reading, writing, listening, and speaking.
3. Teachers should be facilitators (guide) rather than lecturers.
4. Students should become independent and autonomous communicators (student-centered learning).

Activities (Example)

- Role-playing: Students take the roles of characters, and create new dialogues.

- The information gap activity: A variety of answers should be acceptable.

To create ideal conditions for CLT, it is important to focus on the purpose of communication. First, we should focus on the real and
meaningful communicative situation so that students can use the skills in their daily life. Next, students should be well motivated to learn and use communicative skills. In addition, the instruction should be done in L2(FL), without relying on L1, which may prevent students from developing their skills.

In teaching CLT, there are four significant areas of language competence. First, fluency should be emphasized rather than accuracy. When English is regarded as a tool for communication, students need first to learn how to express themselves. The next aspect is to pay attention to all areas of communicative competence. Through one activity, reading for example, we can expand students’ understanding of writing, listening, and speaking comprehension. This actually leads them to integrate their skills of language. The third aspect is that in communicative language teaching, the roles of teachers and students are different from those of traditional teaching. Teachers should be facilitators rather than lecturers. Finally, students should be independent and autonomous communicators. To help these ideas take shape, interaction during the class should be Learner-Centered, which is completely different from what teachers used to do in the past.

Typically, CLT methods involve a variety of activities and techniques. One example of a communicative activity is role playing. Students take roles of characters, and create new dialogues. Another example is the information gap activity. Students should control these activities, and a variety of answers should be acceptable. As a whole, students have a choice of activities and a choice of responses.
Typical lesson will have:

1. Warm up
2. Words check
3. Words plus or (history, pronunciation, and so on.)
4. Idiom check
5. Summary of the content (individual, in pairs, in groups)
6. Presentation

Teachers should take the following into consideration:

- Try to point (or pick up) every student at least once in a lesson.
- Take as much time as possible to have students deepen their understanding about new words.
- Have students do pair (or group) activities. Let them teach with each other.
- 'Use English'.
- Try to build a good atmosphere. Students cannot learn effectively without friendly atmosphere.

Conclusion

1. We, teachers, should keep the idea of CLT in our mind.
2. We should not expect that our students can do what we want them to do immediately. It takes time to have them achieve their goals.
3. We should believe that our students can do it (manage or succeed).