

# Communicative Language Teaching (CLT)

---

**Youjin Jung**

ESL method for YL

# Index

---

**Definition of Communicative Language Teaching**

---

**8 principles by Doughty and Long (2003)**

---

**Key techniques & strategies**

---

**Application**

---



## Definition of Communicative Language Teaching (CLT)

---

# Definition of Communicative Language Teaching (CLT)

---

an approach to language teaching methodology that emphasizes authenticity, interaction, student-centered learning, task-based activities, and communication for the real world, meaningful purposes. (Brown, 2007)

CLT is a way of teaching that focuses on helping language learners develop **communicative competence**; the ability to interpret and enact appropriate social behaviors including interpreting, expressing, and negotiating meaning.

# Characteristics of CLT

---

1

Emphasis is on learning to communicate through **interaction**

2

Use authentic texts

**Actual/Realistic** language samples as input, models, and practice materials

3

Providing opportunities for learners to focus on **actual practice and use of the language** in as **meaningful a way** as possible

4

Providing better opportunities for students' **own personal experiences** as important contributing elements to learning

5

**Connecting** classroom language learning with language activities **outside the classroom**

## 8 principles of CLT

---

# Principles of CLT\_Part1

---



# Principles of CLT\_Part1

---

“The best way to learn and teach a language is through social interactions”

\* Exercise vs. Activity vs. Task





# Principles of CLT\_Part1

---



“Learners should be encouraged to express their own meaning as early as possible”

\* Cognitive engagement

# Principles of CLT\_Part1

---

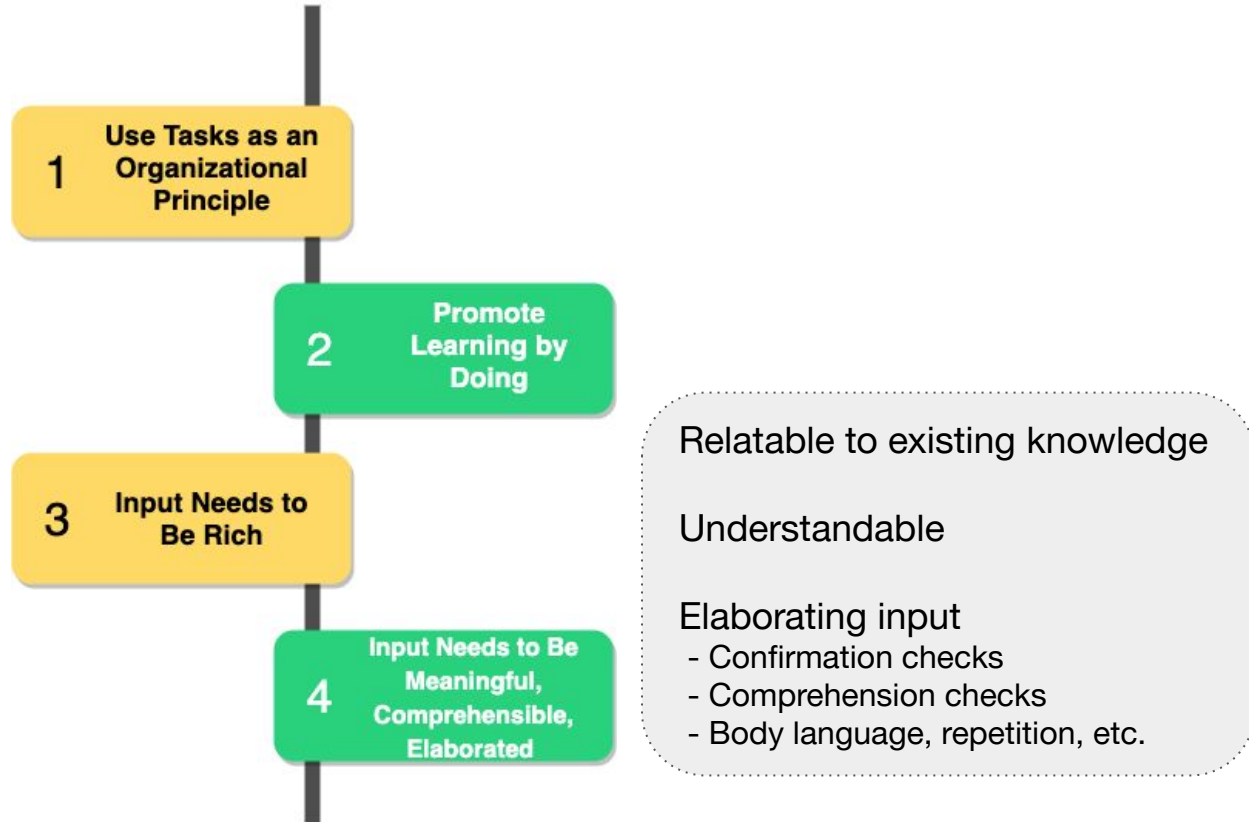


Plentiful exposure of the TL

Actual, realistic and natural input  
- how language is actually used

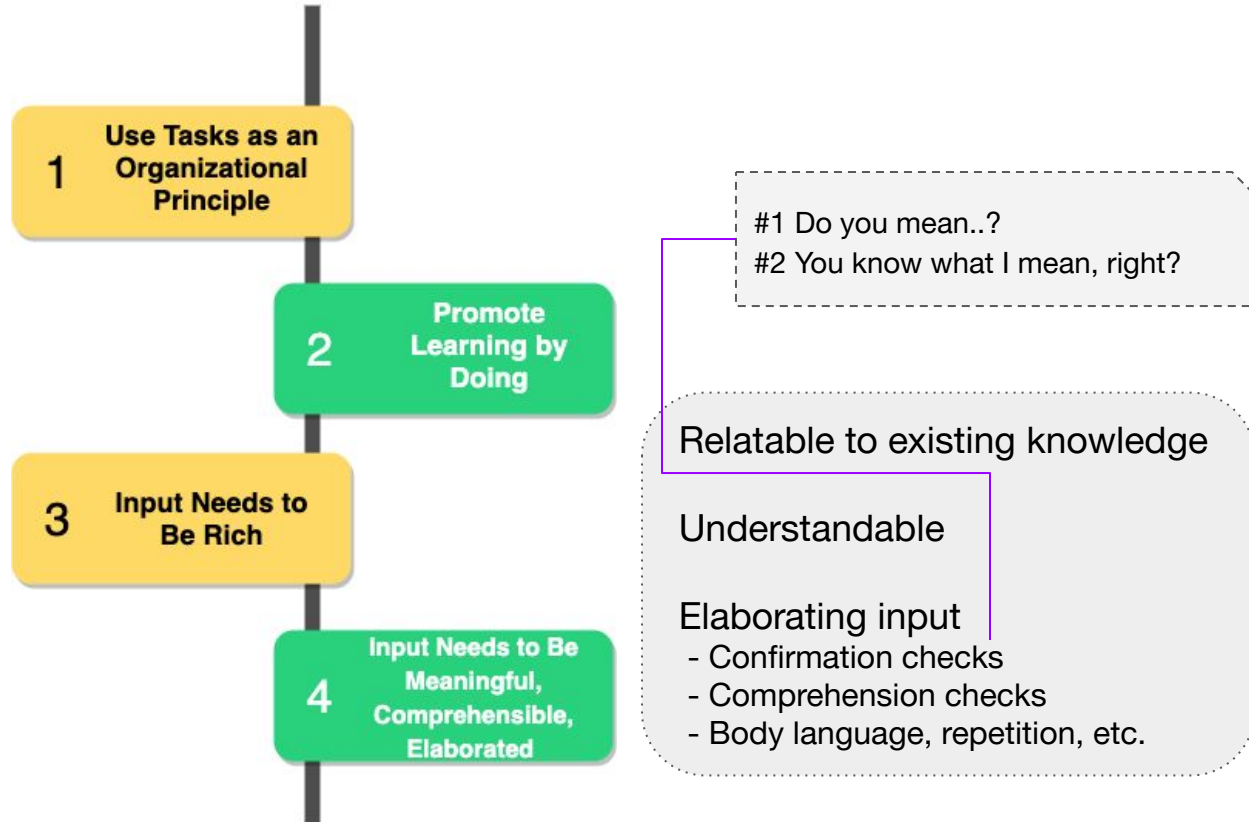
# Principles of CLT\_Part1

---



# Principles of CLT\_Part1

---



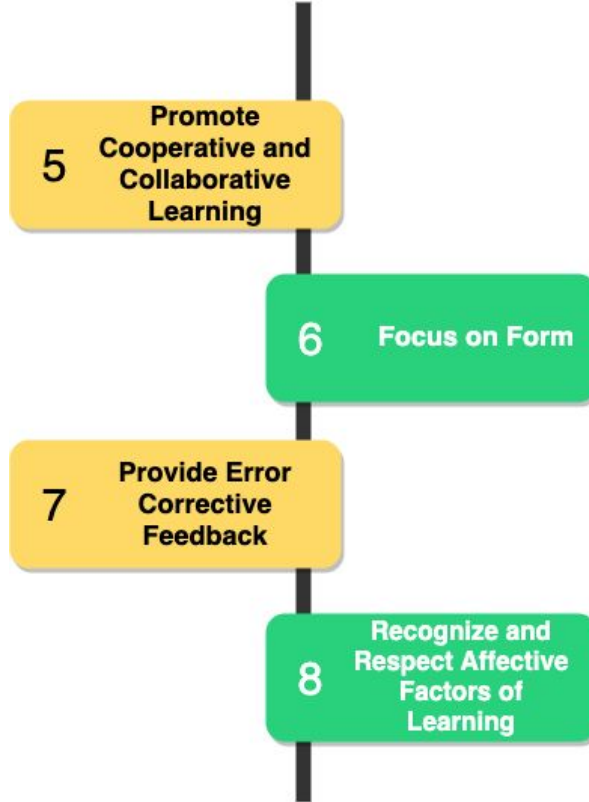
# Principles of CLT\_Part2

---

Social interaction, Negotiation of meaning

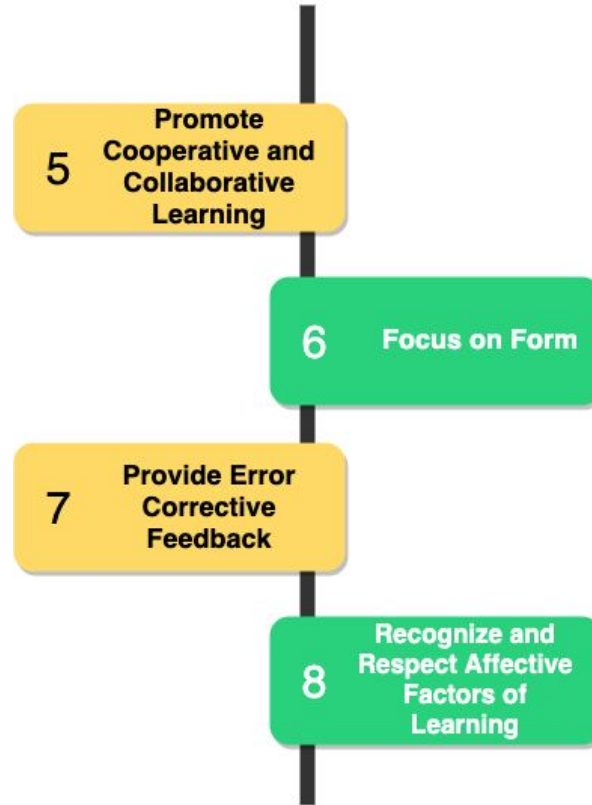
Student-centered

Pair | Group work



# Principles of CLT\_Part2

---



Teaching rules in context

A form-meaning connection

↔ Focus on FormS

# Principles of CLT\_Part2

---

**Teacher:** OK. Everything was on sale. Why?

**Student:** Because ... baseball winner.

**Teacher:** OK. Because they won. Do you like baseball?

(Nabei & Swain, 2002, p. 50)

Positive / Negative feedback

\*recast

Learner readiness

5

Promote  
Cooperative and  
Collaborative  
Learning

6

Focus on Form

7

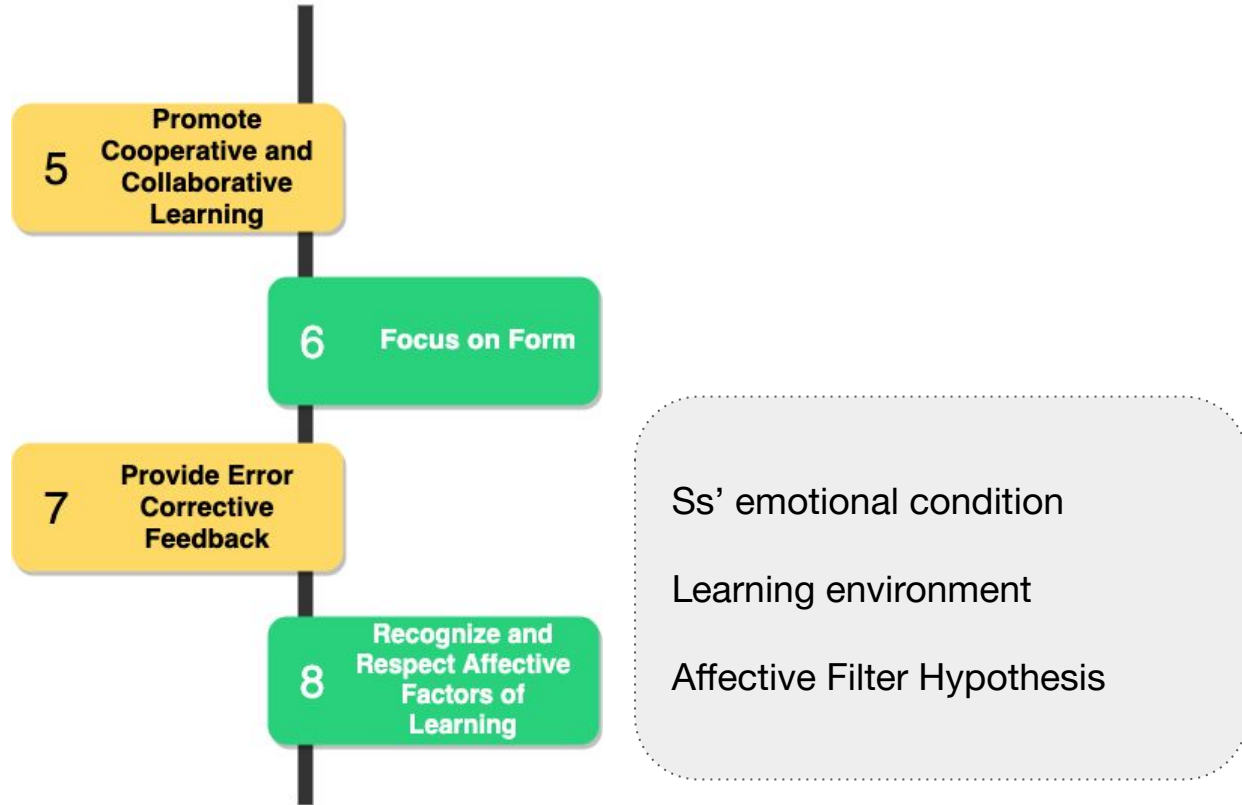
Provide Error  
Corrective  
Feedback

8

Recognize and  
Respect Affective  
Factors of  
Learning

# Principles of CLT\_Part2

---





# Principles of CLT

---

**1 Use Tasks as an Organizational Principle**

**2 Promote Learning by Doing**

**3 Input Needs to Be Rich**

**4 Input Needs to Be Meaningful, Comprehensible, Elaborated**

**5 Promote Cooperative and Collaborative Learning**

**6 Focus on Form**

**7 Provide Error Corrective Feedback**

**8 Recognize and Respect Affective Factors of Learning**

## Key techniques & strategies

---

# The aims of CLT

---

- Improve communicative proficiency of all the skills; reading, writing, listening and speaking
- Focus on the grammatical, discourse, functional, sociolinguistic of communicative competence
- Engage the learners in the pragmatic and functional use of language
- Enhance the productivity of the language in scientific ways
- Appreciate the learners to engage in linguistic interaction with real-life objectives
- Fluency is the first priority rather than accuracy


## Syllabus is based primarily on

---

- **Functional** development, **Not structural** development.
- There is also **less emphasis** on **error correction** as **fluency and communication** become more important than accuracy.
- **Authentic and meaningful language** input becomes more important as well.
- The class becomes more **student-centered** as students accomplish their tasks with other students, while the teacher plays more of an **observer role**.

# Key techniques & strategies in CLT

---

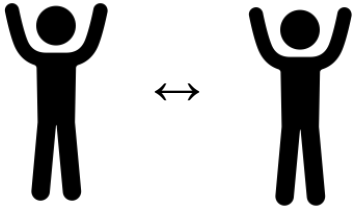
01	<b>Mechanical drill</b>	<ul style="list-style-type: none"><li>• Focus on (grammatical) forms</li><li>• Teacher-centered</li><li>• Predictable answers</li></ul>
02	<b>Meaningful drill</b>	<ul style="list-style-type: none"><li>• Focus on form and meaning</li><li>• Teacher-centered</li><li>• Normally predictable answers</li></ul>
03	<b>Communicative drill</b>	<ul style="list-style-type: none"><li>• Focus on form and meaning</li><li>• Teacher-controlled</li><li>• Normally unpredictable answers</li></ul>
04	 <b>Communicative learning task</b>	<ul style="list-style-type: none"><li>• Student-controlled</li><li>• Use of language</li><li>• Contextualized language practice</li><li>• Accomplish a non-linguistic outcome</li></ul>

# Key techniques & strategies in CLT

---

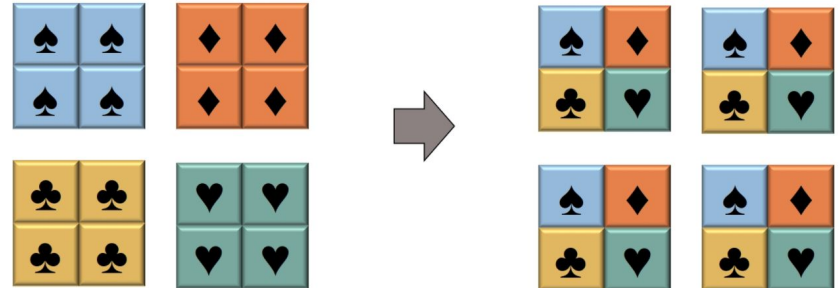
## Pair work

The most common structure  
information /opinion gap, think / share activities



## Jigsaws

cooperative learning + information-gap  
understand the material at a deeper level  
Engage in discussion, problem solving and learning



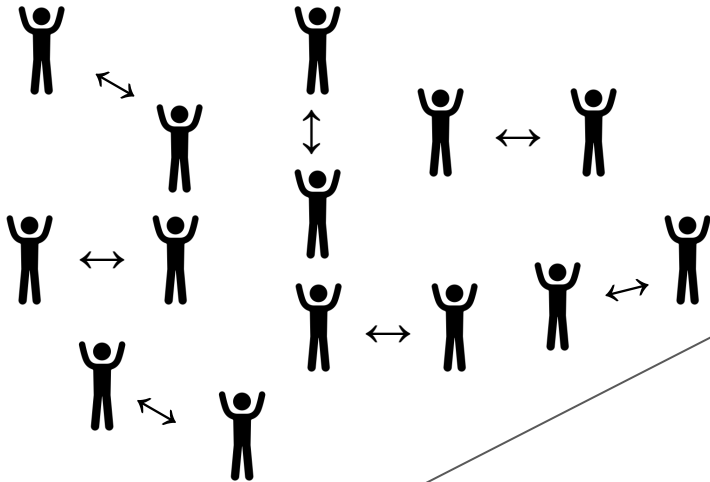
# Key techniques & strategies in CLT

---

## Open interactions (mingling)

Interact with others in an open forum

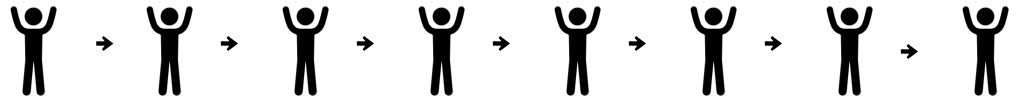
Find other Ss with the same or similar things in common



## Chain reactions

One-way speaking tasks (no interaction)

Ss name words that belong to a particular context



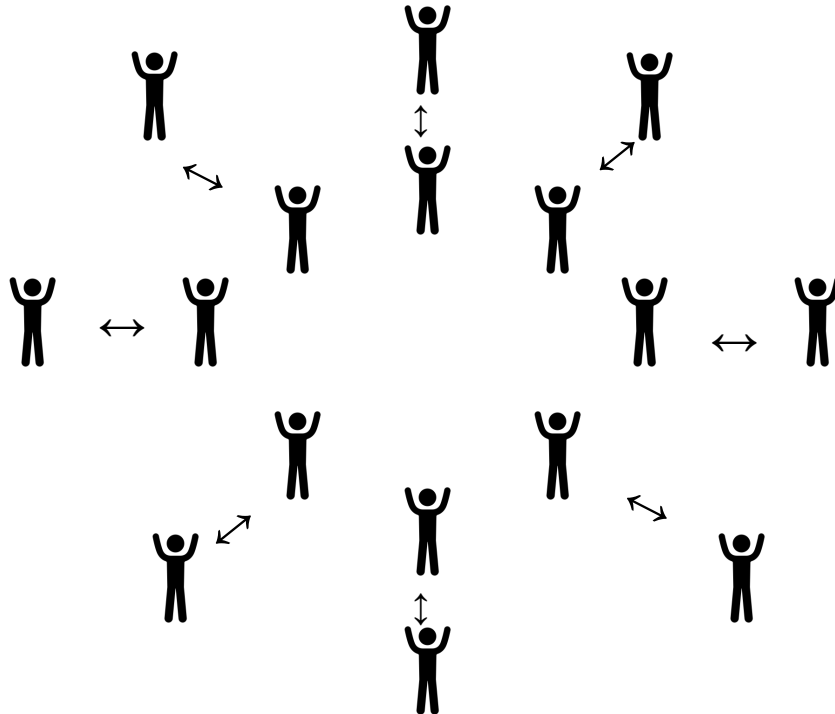
# Key techniques & strategies in CLT

---

## Centric rings / Speed dating

Interact with many of peers within a fairly short time

Perform and repeat the same conversational scenario many times





# Activities of CLT

---

## Role-play

Commonly pair work

Develop communicative abilities in a certain setting



- Low-pressure situation (pair)
- Need to be aware of the differences between a conversation and an utterance

## Interviews

Commonly pair work

Develop interpersonal skills in the TL



- Highly structured (fixed Qs)
- Fit to lower-level speakers
- Need to monitor Ss responses to avoid concentrating grammar or vocab.

## Group work

Collaborative activity

To foster communication in the TL in front of larger group



- Build confidence to present Ss opinion in a larger group
- Occur various interactions in the group
- Need to monitor if every student

## Information gap

Collaborative activity

To obtain information effectively which was previously unknown to



- Improve communication ability about unknown information in the TL
- T should make sure Ss are ready to this activity (certain vocabulary, grammar.

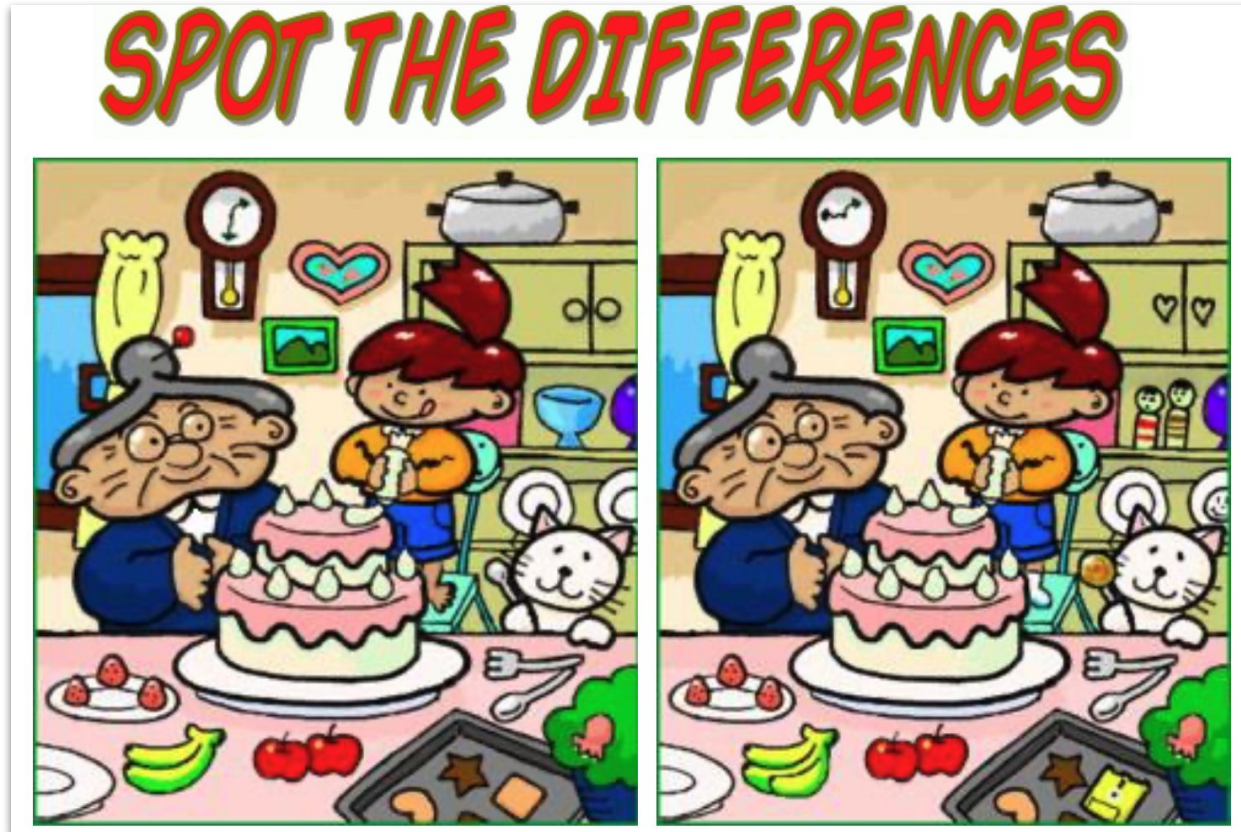
# Application

---

# How do I use CLT in my future teaching

## Spot the differences

- To find the differences, Ss ask various questions about the picture
- During the conversation, Ss improve listening and speaking skills
- Ss learn vocabulary and questioning grammar patterns



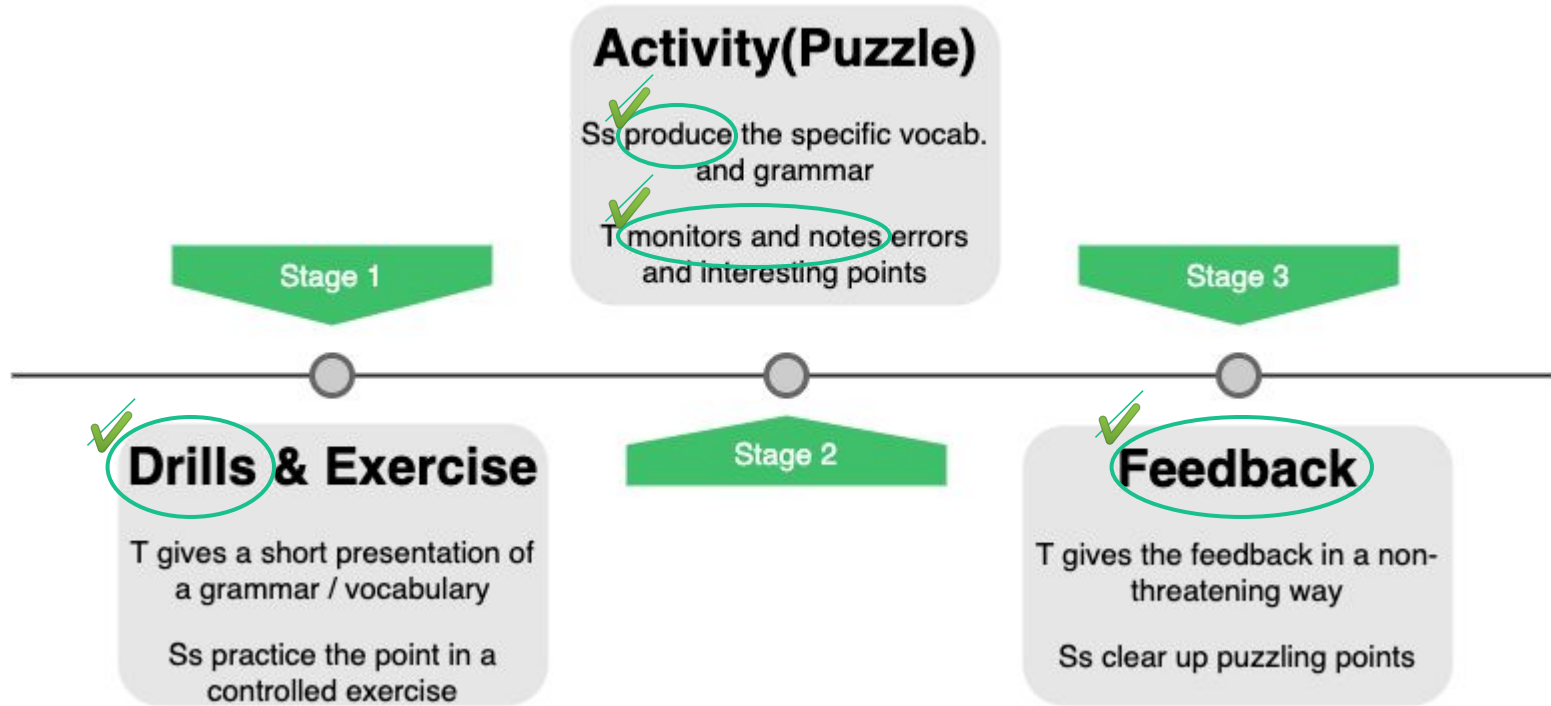
# How do I use CLT in my future teaching

Find the way  
On the map

- Various options to answer
- Ss make their own questions with the given resource or topic
- Ss need to decide what to say as there is no right answer



# How do I use CLT in my future teaching



**Thank you for your attention!**

