The Usage of Communicative Language Teaching in Class

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ABSTRACT

In this abstract, there are considered that usage of communicative language teaching in class, especially English. Moreover, there are some interesting didactic games for teaching communicative language. In addition to, there is given some methods of communicative language teaching.

KEYWORDS: communicative language teaching, didactic games, methods, songs, poems, interviews, opinion sharing, group work, role play.

The communicative method consists in likening the learning process to the communication process, more precisely, it is based on the fact that the learning process is a model of the communication process, albeit somewhat simplified, but adequate in terms of basic parameters, similar to the real communication process. Most of the time in class is spent speaking. At the same time, the teacher speaks less and listens more, only directing the activities of students. The teacher sets the training, then, having "talked" to the students, fades into the background and communicates with the rollers of the observer and the arbitrator. It is convenient that he uses exclusively the language being studied. On the communicative method of teaching foreign languages the communicative method of teaching foreign languages most fully meets the needs and needs of a person in the modern world. Language in the communicative methodology is considered as a way and means of communication, therefore the process of communication itself is considered the best way to learn a language. The purpose of the training is to learn how to use language as a means of expressing one's thoughts and intentions and to exchange them in various situations in the process of interaction with other participants in communication In the process of learning according to the communicative methodology, the main attention is paid to the uniform development of four speech skills - speaking, listening, reading and writing. The principle of communicative methodology is that the learning process should be interesting and exciting. For classes, topics are chosen that cause a desire to communicate and learn more.

There are the following methods:

1. Lexico-grammar games.

2. Games with elements of movement.

3. Role playing.

4. Competitions.

5. Competitions.

6. Songs.

7. Poems.

8. Rhymes.

9. Round dances.

10. Staging.

1. Role-play

Role-play is an oral activity usually done in pairs, whose main goal is to develop students' communicative abilities in a certain setting.

Example:

The instructor sets the scene: where is the conversation taking place? (E.g., in a café, in a park, etc.)

The instructor defines the goal of the students' conversation. (E.g., the speaker is asking for directions, the speaker is ordering coffee, the speaker is talking about a movie they recently saw, etc.)The students converse in pairs for a designated amount of time. This activity gives students the chance to improve their communication skills in the target language in a low-pressure situation. Most students are more comfortable speaking in pairs rather than in front of the entire class.

Instructors need to be aware of the differences between a conversation and an utterance. Students may use the same utterances repeatedly when doing this activity and not actually have a creative conversation. If instructors do not regulate what kinds of conversations students are having, then the students might not be truly improving their communication skills.

2. Interviews

An interview is an oral activity done in pairs, whose main goal is to develop students' interpersonal skills in the target language.

Example:

The instructor gives each student the same set of questions to ask a partner.

Students take turns asking and answering the questions in pairs.

This activity, since it is highly structured, allows for the instructor to more closely monitor students' responses. It can zone in on one specific aspect of grammar or vocabulary, while still being a primarily communicative activity and giving the students communicative benefits.

This is an activity that should be used primarily in the lower levels of language classes, because it will be most beneficial to lower-level speakers. Higher-level speakers should be having unpredictable conversations in the target language, where neither the questions nor the answers are scripted or expected. If this activity were used with higher-level speakers it wouldn't have many benefits.

3. Group work

Group work is a collaborative activity whose purpose is to foster communication in the target language, in a larger group setting.

Example:

Students are assigned a group of no more than six people.

Students are assigned a specific role within the group. (E.g., member A, member B, etc.)

The instructor gives each group the same task to complete.

Each member of the group takes a designated amount of time to work on the part of the task to which they are assigned. The members of the group discuss the information they have found, with each other and put it all together to complete the task.

Students can feel overwhelmed in language classes, but this activity can take away from that feeling. Students are asked to focus on one piece of information only, which increases their comprehension of that information. Better comprehension leads to better communication with the rest of the group, which improves students' communicative abilities in the teaching language

Instructors should be sure to monitor that each student is contributing equally to the group effort. It takes a good instructor to design the activity well, so that students will contribute equally, and benefit equally from the activity Information gap is a collaborative activity, whose purpose is for students to effectively obtain information that was previously unknown to them, in the target language.

Example:

The class is paired up. One partner in each pair is Partner A, and the other is Partner B.All the students that are Partner A are given a sheet of paper with a time-table on it. The time-table is filled in half-way, but some of the boxes are empty.

All the students that are Partner B are given a sheet of paper with a time-table on it. The boxes that are empty on Partner A's time-table are filled in on Partner B's. There are also empty boxes on Partner B's time-table, but they are filled in on Partner A's.

The partners must work together to ask about and supply each other with the information they are both missing, to complete each other's time-tables.

Completing information gap activities improves students' abilities to communicate about unknown information in the target language. These abilities are directly applicable to many real-world conversations, where the goal is to find out some new piece of information, or simply to exchange information.

Instructors should not overlook the fact that their students need to be prepared to communicate effectively for this activity. They need to know certain vocabulary words, certain structures of grammar, etc. If the students have not been well prepared for the task at hand, then they will not communicate effectively.

4. Opinion sharing

Opinion sharing is a content-based activity, whose purpose is to engage students' conversational skills, while talking about something they care about.

Example:

The instructor introduces a topic and asks students to contemplate their opinions about it. (E.g., dating, school dress codes, global warming)

The students talk in pairs or small groups, debating their opinions on the topic.

Opinion sharing is a great way to get more introverted students to open up and share their opinions. If a student has a strong opinion about a certain topic, then they will speak up and share.

Respect is key with this activity. If a student does not feel like their opinion is respected by the instructor or their peers, then they will not feel comfortable sharing, and they will not receive the communicative benefits of this activity.

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