

# Communicative Language Teaching (CLT)

English for Business

# Some starting points...

- Only quite recently (1970's??) has CLT become a trend in the recent practice of ELT (English Language Teaching).
- CLT is concerned with not only “**forms**” but also “**meaning**.”
- CLT emphasizes that it is not only about **knowing a language** but also about **applying what learners know about the language in order to successfully communicate with people in a variety of settings and situations**.
- It is not only about “**competence**” but also about “**performance**”
- It focuses on both **processes** and **goals** in classroom learning.
- Central to CLT is how to build learners’ **communicative competence**.

# How CLT Views Language Learning

- Language is learned primarily through being used in communication
- Classroom activities should be directed to produce **authentic** and **meaningful** communication
- To communicate well, **fluency** becomes essential
- All language skills should be **integrated**
- Learning is about trial and error; it has to be an **active and creative process**.

# Some Principles of CLT

- Main focus is on **MEANING** not **FORM**
- **Learner-centered**: learners are encouraged to produce ideas, information, and opinions
- Negotiation of meaning
- Information gap or opinion gap

# Communicative Competence

- Communicative Competence consists of 4 sub-competences (plus fluency):
  - Linguistic Competence
  - Sociolinguistic (pragmatic competence)
  - Discourse Competence
  - Strategic Competence
- These sub-competences are interrelated. They cannot be developed or measure in isolation.
- Increase in one competence interacts with other components to produce an increase in overall communicative competence.

# Linguistic Competence

- Some also call it grammatical competence
- It has to do with language knowledge (e.g. pronunciation, spelling, vocabulary, sentence structure, word formation, semantics, use of tense)
- Some people may misinterpret CLT to be less concerned with “formal correctness”. In fact, CLT deals with this issue: form and meaning.

# Socio-cultural Competence

- It is an understanding of how to use language appropriately in social contexts
- It involves two kinds of ability:
  - Knowing how to use language in order to achieve communicative goals
  - Having adequate social and cultural knowledge

# Discourse Competence

- DC is the ability to interpret individual elements of a text in terms of their interconnectedness & relationship to entire text.
- It focuses particularly on COHERENCE and COHESION
- **COHERENT** : make sense
- **COHESIVE** : connected together by linguistic devices



# Strategic Competence

- It is the ability to use coping strategy that help us to communicate effectively, especially in situations where there are communication problems
- This strategy is usually in the form of changing original intention or by searching for other means of expressions.

# \*Fluency

- It is closely related to the smoothness of producing language.
- It is “the ability to link units of speech together with facility and without strain or inappropriate slowness, or undue hesitation”

# Some Important Issues

- The use of realistic and authentic materials is highly recommended
- Activities in the classroom are usually task-based and student-oriented
- The improvement of teachers' knowledge, competence and confidence