

# CLT Background

- 1960's- British language teaching tradition
- British applied linguists emphasized another fundamental dimension of language that was inadequately addressed in current approaches to language teaching at that time - **the functional and communicative potential of language**
- changing educational realities in Europe: **The need to articulate and develop alternative methods of language teaching was considered a high priority**

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- In 1971 a group of experts began to investigate the possibility of developing language courses on a unit-credit system
- D.A. Wilkins (1972) proposed a functional or communicative definition of language.
- Rather than describe the core of language through traditional concepts of grammar and vocabulary, Wilkins attempted to demonstrate the systems of meanings that lay behind the communicative uses of language
- 2 types of meaning:
  - Notional categories
  - Communicative functions categories

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- The terms notional-functional approach and functional approach are also sometimes used
- Both American and British proponents now see it as an approach (and not a method) that aims to
  - make communicative competence the goal of language teaching and
  - develop procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication