

Overview of CLT

Goal of CLT

- Communicative Competence
Hymes (as cited in Larsen-Freeman, 2000)
- Knowing when and how to say what to whom
(Larsen-Freeman, 2000)



Characteristics of CLT

Nunan (as cited in Brown, 1994)

- Communicate through interaction
- Use authentic texts
- Focus on the learning process itself
- Enhance the learner's personal experiences
- Attempt to link classroom learning with activation outside classroom



Characteristics of CLT

(Larsen-Freeman, 2000)

- Every activity is done with a communicative intent.
- Authentic materials are used.
- Activities are carried out by students in small groups.



Students and Teacher's role

- Students are seen as negotiators. They are in charge of their own learning.
- Teachers are the facilitators of their students' learning. They are the managers of the classroom activities.

CLT's principles

- Learners learn a language through communication.
- Authentic and meaningful communication should be the goal of classroom activities.
- Fluency is an important dimension of communication.
- Communication involves the integration of different language skills.
- Learning is a process of creative construction and involves trial error.

Learning and teaching activities

- Authentic materials: enables students to transfer what they learned inside the classroom to the outside world, exposing students to a variety of real-life situations.
- Scrambled sentences: teaches the students about the cohesion and coherence properties of language.
- Language games: they give to students valuable communicative practice.
- Picture strip story: they can be structured so that the students share information or work together to arrive at a solution.
- Role-Play: give to students an opportunity to practice communicating in different social context and in different social roles.

Criticisms

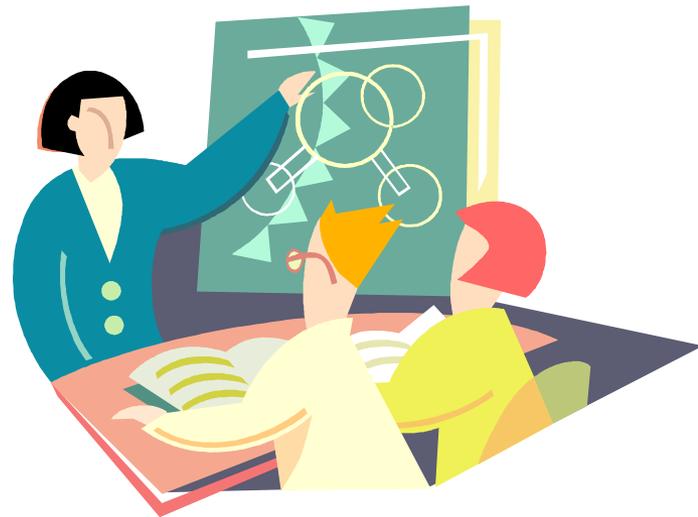
- whether a communicative approach can be applied at all levels in a language program
- whether it is equally suited to ESL and EFL situations
- whether it requires existing grammar-based syllabuses to be abandoned or merely revised
- how such an approach can be evaluated
- how suitable it is for non-native teachers
- how it can be adopted in situations where students must continue to take grammar-based tests

For better effects....

Teachers need enhanced teacher-training programs.

Local CLT curriculum and activities should be developed.

New evaluation norms should be developed.



Implementation

- EFL Teachers should consider the learning context when they implement CLT.
- Depending on the context, CLT should be complemented by other teaching methods.



Implementation (cont.)

EFL teachers should raise the abilities to be eclectic; to develop their own methods.

“The essential point is not which method is used, but how efficiently the students learn the language.”

