

<p>المرحلة : الثالثة مدرس المادة: د. عبدالله عايد المعضادي</p>	<p>جامعة الأنبار كلية التربية للعلوم الإنسانية قسم اللغة الانكليزية</p>
<p>المحاضرة: الخامسة عشر</p>	<p>أسم المادة: طرائق – Methods</p>
<p>عنوان المحاضرة: تعلم اللغة المجتمعي Community language learning -2</p>	

Reviewing the Principles

The answers to our 10 questions will help us come to a better understanding of Communicative Language Teaching. In some answers new information has been provided to clarify certain concepts.

1 - What are the goals of teachers who use Communicative Language Teaching (CLT)?

The goal is to enable students to communicate in the target language. To do this, students need knowledge of the linguistic forms, meanings, and functions.

2- What is the role of the teacher? What is the role of the students?

The teacher facilitates communication in the classroom. In this role, one of his major responsibilities is to establish situations likely to promote communication. During the activities he acts as an advisor, answering students' questions and monitoring their performance.

3- What are some characteristics of the teaching/learning process?

The most obvious characteristic of CLT is that almost everything that is done is done with a communicative intent. Students use the language a great deal through communicative activities such as games, role-plays, and problem-solving tasks (see discussion of these in the review of the techniques).

4- What is the nature of student–teacher interaction? What is the nature of student–student interaction?

The teacher may present some part of the lesson. At other times, he is the facilitator of the activities, but he does not always himself interact with the students.

5- How are the feelings of the students dealt with?

One of the basic assumptions of CLT is that by learning to communicate students will be more motivated to study another language since they will feel they are learning to do something useful.

6- How is the language viewed? How is culture viewed?

Language is for communication. Linguistic competence, the knowledge of forms and their meanings, is only one part of communicative competence. Another aspect of communicative competence is knowledge of the functions that language is used for.

7- What areas of language are emphasized? What language skills are emphasized?

Language functions might be emphasized over forms. Typically, although not always, a functional syllabus is used. A variety of forms are introduced for each function. Only the simpler forms would be presented at first, but as students get more proficient in the target language, the functions are reintroduced and more complex forms are learned.

8- What is the role of the students' native language?

Judicious use of the students' native language is permitted in CLT. However, whenever possible, the target language should be used not only during communicative activities, but also for explaining the activities to the students or in assigning homework.

9- How is evaluation accomplished?

A teacher evaluates not only his students' accuracy, but also their fluency. The student who has the most control of the structures and vocabulary is not always the best communicator.

10- How does the teacher respond to student errors?

Errors of form are tolerated during fluency-based activities and are seen as a natural outcome of the development of communication skills. Students can have limited linguistic knowledge and still be successful communicators. The teacher may note

the errors during fluency activities and return to them later with an accuracy-based activity.