The introduction of communicative competence as the goal of second and foreign language teaching has led to recognition of the role of context in language learning and use. As communicative competence is defined by the social and cultural contexts in which it is used, no single communicative competence can serve as the goal and model for all learners. This recognition has had an impact on program design and materials development. One significant change is that the choice of a teaching method is no longer the primary concern. Instead, the first step for the program designer is becoming familiar with the social and cultural features of the context of the language being taught. This includes a consideration of the uses speakers make of the language, their reasons for using it, and their attitudes toward it. Contexts of Competence: Social and Cultural Considerations in Communicative Language Teaching explores the relationship between context and competence from a theoretical and practical perspective. Its audience is applied linguists in general and language teaching practitioners in particular. The overall aim of its five chapters is to provide a framework for consideration of various contexts of language learning and use and to guide the implementation and development of models of communicative language teaching that are responsive to the context-specific needs of learners.

This thesis examines Rwandan University EFL teachers’ perceived difficulties in implementing Communicative Language Teaching (CLT). The data were collected using an online survey questionnaire that was completed by 16 teachers. The results indicated that participants faced several challenges including overly large classes, students’ lack of opportunities to use English outside the classroom, the students’ tendency to always use their L1 in pair and group work, students’ passive learning style and dependence on the teacher, students’ low proficiency level in English, insufficient time allotted to English, and teachers’ little time to develop CLT materials mainly due to a large number of students taught and heavy workloads. In addition to these problematic issues that were generally rated as important problems (each with a mean rating of at least 3.50 out of 5), the study showed that the issues of English not being given the same value as other subjects and a lack of teaching facilities, equipment, and materials were also challenging at some universities. Based on the study findings and the participants’ suggestions, the Government of Rwanda, the Ministry of Education, and colleges should 1) train enough teachers of English and provide regular in-service training opportunities to practicing teachers, 2) avail enough language teaching facilities, equipment, and materials, 3) promote the use of CLT from early levels of education, and 4) reduce the number of students in language classes. Teachers can also use various strategies to minimize different problematic issues encountered in the implementation of CLT.
The Implementation of Communicative Language Teaching (CLT) in an English Department in a Lao Higher Educational Institution

Data Analysis Methods in Physical Oceanography is a practical reference guide to established and modern data analysis techniques in earth and ocean sciences. This second and revised edition is even more comprehensive with numerous updates, and an additional appendix on 'Convolution and Fourier transforms'. Intended for both students and established scientists, the five major chapters of the book cover data acquisition and recording, data processing and presentation, statistical methods and error handling, analysis of spatial data fields, and time series analysis methods. Chapter 5 on time series analysis is a book in itself, spanning a wide diversity of topics from stochastic processes and stationarity, coherence functions, Fourier analysis, tidal harmonic analysis, spectral and cross-spectral analysis, wavelet and other related methods for processing nonstationary data series, digital filters, and fractals. The seven appendices include unit conversions, approximation methods and nondimensional numbers used in geophysical fluid dynamics, presentations on convolution, statistical terminology, and distribution functions, and a number of important statistical tables. Twenty pages are devoted to references. Featuring: • An in-depth presentation of modern techniques for the analysis of temporal and spatial data sets collected in oceanography, geophysics, and other disciplines in earth and ocean sciences. • A detailed overview of oceanographic instrumentation and sensors - old and new - used to collect oceanographic data. • 7 appendices especially applicable to earth and ocean sciences ranging from conversion of units, through statistical tables, to terminology and non-dimensional parameters. In praise of the first edition: "(This is a very practical guide to the various statistical analysis methods used for obtaining information from geophysical data, with particular reference to oceanography) The book provides both a text for advanced students of the geophysical sciences and a useful reference volume for researchers." Aslib Book Guide Vol 63, No. 9, 1998 "(This is an excellent book that I recommend highly and will definitely use for my own research and teaching." EOS Transactions, D.A. Jay, 1999 "(In summary, this book is the most comprehensive and practical source of information on data analysis methods available to the physical oceanographer. The reader gets the benefit of extremely broad coverage and an excellent set of examples drawn from geographical observations." Oceanography, Vol. 12, No. 3, A. Plueddemann, 1999 "(Data Analysis Methods in Physical Oceanography is highly recommended for a wide range of readers, from the relative novice to the experienced researcher. It would be appropriate for academic and special libraries." E-Streams, Vol. 2, No. 8, P. Mofjell, August 1999

East Asian Perspectives on Silence in English Language Education

The current educational system in South Korea does not meet students' needs in English. Currently, the national curriculum of English in South Korea has an objective of building communicative competence. However, the reality of the English classroom objective is to achieve high scores on examinations. There seem to be many factors in Korean education's failure to develop learners' communicative competence. Under the assumption that teachers can play a critical role in bringing about changes in given conditions, this project aims to address English teaching methods, which is possible to be changed by teachers' efforts. Recognizing that Grammar-Translation Method or Audio-lingual Method are not efficient for improving students' communicative competence in English, it is the author's hope that this project will contribute to improving students' communicative competence by implementing Communicative Language Teaching (CLT) effectively. Purpose of Project: The purpose of this project is to design English lesson plans, using a current English textbook that help teachers conduct their lessons using classroom activities that are focused on genuine communication. Also, this project is designed to create lesson plans with a current textbook by using active, meaningful and engaging CLT-based activities to assist middle school students to effectively acquire four skills of English for communication such as listening, speaking, reading and writing. Project Description: This project is based on Communicative Language Teaching (CLT) that was analyzed and synthesized from the relevant literature. The results were then applied to developing lesson plans alongside a current English textbook. The aim is that the lesson plans will have useful techniques or activities, which are based on CLT. This project will support middle school English teachers in South Korea to conduct communicative and interactive lessons with their current textbook. Furthermore, this project will assist students to acquire English by participating in active, meaningful and engaging activities and besides interacting with their teacher and classmates daily in class.

How to Implement Communicative Language Teaching Effectively for Korean Middle School Learners to Acquire Four Skills of English for Communication

The communicative approach is changing the face of foreign language teaching. It provides an introduction to communicative language teaching for practising
classroom teachers. The author gives a single coherent account of the basic communicative ideas, emphasizing those aspects most important in the classroom so that teachers can integrate the new ideas into their own familiar methods. He stresses that a knowledge of grammar remains essential for effective communication.

Technology Implementation in Second Language Teaching and Translation Studies

Key Issues in Language Teaching

Eva Alcón Soler Maria Pilar Safont Jordà Universitat Jaume I, Spain The main purpose of the present book is to broaden the scope of research on the development of intercultural communicative competence. Bearing this purpose in mind, English learners are considered as intercultural speakers who share their interest for engaging in real life communication. According to Byram and Fleming (1998), the intercultural speaker is someone with knowledge of one or more cultures and social identities, and who enjoys discovering and maintaining relationships with people from other cultural backgrounds, although s/he has not been formally trained for that purpose. Besides, possessing knowledge of at least two cultures is the case of many learners in bilingual or multilingual communities. In these contexts, the objective of language learning should then focus on developing intercultural competence, which in turn may involve promoting language diversity while encouraging English as both a means and an end of instruction (see Alcón, this volume). This is the idea underlying the volume, which further sustains Kramsch’s argument (1998) against the native/ non-native dichotomy. Following that author, we also believe that in a multilingual world where learners may belong to more than one speech community, their main goal is not to become a native speaker of English, but to use this language as a tool for interaction among many other languages and cultures.

Teaching Language as Communication

Communicative Language Teaching (CLT) is a teaching approach which was first introduced in the late 1960s in the US and UK and shifted the focus of language teaching from language awareness to language use and function. CLT aims to make students communicatively competent in terms not only of linguistic, but also socio-linguistic and strategic competence. CLT is seen as one of the approaches which can help learners develop their skills, knowledge, and abilities for effective communication, resulting in its worldwide application in different contexts. However, from the outset, there was no clear agreement about its principles and techniques, and teachers faced problems in describing and applying it. Consequently, CLT has been broadly examined and investigated in different teaching contexts, especially EFL settings. However, there are only a few studies which explore the appropriacy and cultural components of this approach in international contexts. This study was therefore designed to explore upper-secondary school teacher and student attitudes and beliefs towards: (1) the implementation of CLT and their English classes and (2) the inclusion of cultural and intercultural aspects in the principles of CLT and as a result their English classes, with a focus on the development of Intercultural Communicative Competence (ICC), as determined by current foreign language teaching policy in many countries.

Interpreting Communicative Language Teaching


Implementing Communicative Language Teaching with Adult Karen Learners

Lingua et Linguistica 1.1

English remains an important resource, especially in formally colonised countries where it is spoken as second language. English is the official language in Zimbabwe, while all other indigenous languages remain national languages. English is the medium of instruction from the fourth year at primary school level up to
tertiary education in all subjects except indigenous languages. English is a prerequisite to secure employment and placement at training colleges. In spite of the fact that more lessons are allocated for the teaching of English than any other subject at primary school level, the pass rate remains the lowest. There is a common observation in Zimbabwe that primary school learners are not proficient in English. Furthermore, the use of Communicative Language Teaching (CLT) is fraught with problems. However, there seems to be a dearth of studies on the implementation of CLT specifically in primary schools where the crossover from mother tongue to English takes place. This study seeks to contribute to the body of research by examining how primary school teachers implement CLT in primary schools in the Harare Metropolitan Province of Zimbabwe. The study is located in an interpretive paradigm and follows a qualitative approach. The qualitative research draws from a single case study design to examine how primary school teachers in Zimbabwe implement CLT. Purposive sampling was used to select five participants from five primary schools to provide a deeper understanding of how CLT was implemented. Data were collected through non-participant observations and semi-structured interviews to determine teachers' perceptions of CLT. Document analysis was used to review teachers' scheme-cum-plans and to determine the kind of activities and mediation tools that teachers use to implement CLT. The study established that CLT was not implemented effectively in the selected primary schools. Although CLT is partially implemented in Zimbabwean primary schools, teaching is still characterised by traditional methods of language teaching. This study revealed that teachers did not have adequate knowledge of CLT and as a result were not aware that they should use socio-culturally related topics, activities and learning aids to implement CLT in their English lessons. The teachers themselves were not proficient in English since it was their second language (L2). The study also revealed that there was a lack of material resources to implement CLT. Based on the findings of the study and reviewed literature a model is proposed for implementing CLT in primary schools that may result in learners becoming communicatively competent users of English.
learning and as a resource that may in some cases facilitate language acquisition. The book offers a fresh perspective on ways to facilitate classroom interaction while also embracing silence and it touches on key pedagogical concepts such as teacher cognition, the role of task features, classroom interactional approaches, pedagogical intervention and socialisation, willingness to communicate, as well as psychological and sociocultural factors. Each of the book’s chapters include self-reflection and discussion tasks, as well as annotated bibliographies for further reading.

**Approaches To English Language Teaching**

This landmark volume provides a broad-based, comprehensive, state-of-the-art overview of current knowledge and research into second language teaching and learning. All authors are leading authorities in their areas of expertise. The chapters, all completely new for Volume 2, are organized in eight thematic sections: Social Contexts in Research on Second Language Teaching and Learning, Second Language Research Methods, Second Language Research and Applied Linguistics, Research in Second Language Processes and Development, Methods and Instruction in Second Language Teaching, Second Language Assessment, Ideology, Culture, and Critical Pedagogy in Second Language Teaching and Learning, and Language Planning and Policy. Changes in Volume 2: captures new and ongoing developments, research, and trends in the field surveys prominent areas of research that were not covered in Volume 1 includes new authors from Asia, Australia, Europe, and North America to broaden the Handbook’s international scope. Volume 2 is an essential resource for researchers, faculty, teachers, and students in MA-TESL and applied linguistics programs, as well as curriculum and material developers.

**Communicative Language Teaching in Action**

This book documents the efforts of Scottish comprehensive school teachers implementing a communicative approach in the early years of secondary schools.

**Communicative Syllabus Design and Methodology**

The book presents high-quality research papers presented at the 1st AUE International research conference, AUEIRC 2017, organized by the American University in the Emirates, Dubai, held on November 15th-16th, 2017. The book is broadly divided into three sections: Creative Business and Social Innovation, Creative Industries and Social Innovation, Education and Social Innovation. The areas covered under these sections are credit risk assessment and vector machine-based data analytics, entry mode choice for MNE, risk exposure, liquidity and bank performance, modern and traditional asset allocation models, bitcoin price volatility estimation models, digital currencies, cooperative classification system for credit scoring, trade-off between FDI, GDP and unemployment, sustainable management in the development of SMEs, smart art for smart cities, smart city services and quality of life, effective drivers of organizational agility, enterprise product management, DEA modeling with fuzzy uncertainty, optimization model for stochastic cooperative games, social media advertisement and marketing, social identification, brand image and customer satisfaction, social media and disaster management, corporate e-learning system, learning analytics, socially innovating international education, integration of applied linguistics and business communication in education, cognitive skills in multimedia, creative pedagogies in fashion design education, on-line summative assessment and academic performance, cloud concept and multimedia-based learning in higher education, hybrid alliances and security risks, industry and corporate security significance, legal regulation and governance. The papers in this book present high-quality original research work, findings and practical development experiences, and solutions for a sustainable future.

**Communicative Language Teaching in Practice**

Starting from the premise that each person develops a unique and personal code for communication, Christopher Brumfit examines the roles of teachers and learners and the approaches that education professionals should develop in support of learners. The book draws upon linguistics, psychological, philosophical, and sociolinguistic principles and uses practical examples from second, foreign, and mother tongue teaching. It attempts to integrate theoretical and empirical work with the practical needs of institutions and of teachers without losing sight of learners’ needs for free personal choice combined with effective communication. Drawing upon the author’s extensive experience in the field, it considers the roles of literature and culture, as well as language policy in relation to learners’ rights, and attempts to outline a humane and realistic philosophy for language teaching.
Contexts of Competence

This new edition surveys the major approaches and methods in language teaching.

Second Language Pedagogy

The emergence of English as a global language, along with technological innovations and the growing need for learner autonomy, is changing language teaching rapidly and profoundly. With these changes come new demands and challenges for teaching education programs. This authoritative collection of writings highlights some of the best work being done today in the United States and abroad to make communicative competence an attainable goal. The contributors examine what has come to be known as communicative language teaching, or CLT, from the perspectives of teachers and teacher educators. The book documents current reform initiatives in Japan, the United States, Hong Kong, Taiwan, and continental Europe to provide a global perspective on language teaching for communicative competence. Four major themes recur throughout the volume: the multifaceted nature of language teaching; the highly contextualized nature of CLT; the futility of defining a “native speaker” in the postcolonial, postmodern world; and the overwhelming influence of high-stakes tests on language teaching. The book is a useful and valuable tool for language teachers, teacher educators, and policymakers.

Beyond Methods

A comprehensive and extensively researched overview of key issues in language teaching today. This essential text for English language teachers surveys a broad range of core topics that are important in understanding contemporary approaches to teaching English as a second or international language, and which form the content of many professional development courses for language teachers. A wide range of issues is examined, including a consideration of the nature of English in the world, the way the English teaching profession works, the development of teaching methods, the nature of classroom teaching, teaching the four skills, teaching the language system, and elements of a language program.

Essentials for Successful English Language Teaching

Scientific Essay from the year 2011 in the subject Speech Science / Linguistics, grade: C, University of Leicester, course: MA TESOL and Applied Linguistics - Second language teaching and learning, language: English, abstract: This paper will review through the aims of communicative teaching, examining the roles of both the teacher and the learner as well as the significant traits of the communicative classroom. It will examine the recent changes in educational policy within Korea looking at its move towards communicative language teaching and the impact which this has had on the traditional Korean classroom. It will briefly look at how communicative language teaching and the Korean Confucius mindset relate. Finally it will examine the difficulties that teachers face when implementing a communicative approach and the implications that this approach will have.

The Implementation of Communicative Language Teaching in Primary Schools

Communicative Language and Teaching in Action: Putting Principles to Work serves as an engaging and informative guide for second and foreign language teachers in training or for those pursuing a new career as language educators. The text demonstrates principles and practices of communicative and task-based language teaching, equipping readers with an innovative and effective approach to language instruction. The conceptual foundation of the book is based upon theoretical and empirical findings drawn from second language acquisition research, cognitive psychology, and brain research. It emphasizes successful instructional practices in a communicative and task-based approach to language learning. The book features copious examples of learning activities in different languages and lessons developed by experienced language teachers. Dedicated chapters cover the principles of communicative language teaching and task-based instruction; lesson planning; vocabulary and grammar in language learning; feedback and error correction; the development of listening, oral communication, reading, and writing skills; and assessment. The second edition features updated literature review in all chapters, new and dynamic teacher-training tasks, and reorganized and fresh content throughout the text, as well as a new chapter on writing and language learning. Communicative Language Teaching in Action is an ideal resource for courses and programs in foreign language education.
The Role of the Teacher in the Communicative Approach

Raises issues about teaching and curriculum development and invites readers to share their experiences, make their assumptions about literacy explicit and work together to investigate instructional methods. The book describes how adult ESL literacy teachers and students can collaborate so that a literacy curriculum is relevant to students' life experiences and helps them confront the challenges they face as workers, parents, and community members.

Communicative Language Teaching Today

This book provides a practical overview of the most important methods in the field. Readers are drawn into classrooms where various teaching methods and approaches are being used. They are encouraged to reflect on their own beliefs and to develop their own approach to language teaching. - Publisher.

Teaching of Poetry by Communicative Language Teaching (CLT)

Based on research carried out during a five year classroom experiment. The basic underlying assumption is that language form is best learnt when students are concentrating on meaning rather than form.

Approaches and Methods in Language Teaching

Scott Thornbury's 30 Language Teaching Methods

This monograph mainly focuses on the idea that language teaching in higher education involves making use of new approaches and technology. It identifies the key determinants of the materials needed to improve language teaching on the basis of the actual experimental research included in the respective contributions. Thanks to its unique perspective, the book offers a distinctive approach to addressing empirical research on second language teaching, translator training and technology. As universities are some of the best arenas for analyzing teaching techniques for various subjects, higher education teachers can use this book to thoroughly prepare for the application of pilot studies and learn more about students' responses to new teaching and translation techniques. An enlightening guide for scholars and students with an academic interest in acquiring the basic principles of language teaching and translation, this book mainly provides actual cases in which the implementation of technology was useful to second language teachers and translation trainers. As the authors are experienced scholars, readers will not only come to understand how to use new teaching strategies, but also discover that the proposals described in each chapter can be useful to any level of second language training for teachers and translators.

Data Analysis Methods in Physical Oceanography

The purpose of this qualitative multicase study was to examine how college foreign language instructors implement communicative language teaching (CLT) to teach beginner-level classes across six foreign languages: Arabic, Chinese, French, German, Russian, and Spanish. Multiple data collection methods were used to gather the data: one electronic survey, 48 classroom observations, document analysis, and a semi-structured interview with each participant. Findings revealed that the instructors' implementation of CLT was limited as a few CLT features occurred across the six classes, including providing positive feedback and accepting students' errors. Only two instructors (Chinese and German) used the target language extensively and used visual aids to support students' comprehension. There were several factors that hindered the instructors' ability to implement CLT: lack of teaching preparation and experience, lack of teaching freedom, the predominance of structure-based activities in the textbooks, the instructor's domination of the classroom communication and interaction, the instructor's explanation of language rules explicitly, and the classroom layouts. The findings also revealed that language differences played a role in implementing CLT. Five language instructors (Arabic, French, German, Russian, and Spanish) reported that it was challenging to implement CLT when teaching inflections in these highly inflected languages. By contrast, the Chinese instructor reported that the simplicity of Chinese grammar helped her engage students in communicative activities. The Chinese instructor's concern was teaching pronunciation and to what extent her implementation of CLT was effective in giving students feedback on
their pronunciation errors. The implications of this study point to the need for strategies and techniques, such as using visual aids and follow-up questions to maximize the use of the target language and enhance the implementation of CLT in the classroom. There is a need for research on helping novice instructors critically evaluate and implement the best practices of CLT and for more studies like this one in which CLT is examined across languages.

The Practice of Communicative Teaching

Scott Thornbury’s very accessible 30 Teaching Methods, groups methods according to what they have in common, even if separated in time. At the same time, it rehabilitates some lost or forgotten methods, with a view to challenging current orthodoxies, especially with regard to such topics as translation, rote learning, authenticity, and communication. In doing this it aims to unpack, not just the history of methods, but the beliefs that underpin them and the benefits that still might possibly accrue from experimenting with them. Through its inclusion of interesting characters, intriguing anecdotes, and often bizarre techniques, the material is absorbing and engaging.

Communicative Language Teaching

The series attracts single or co-authored volumes from authors researching at the cutting edge of this dynamic field of interdisciplinary enquiry. The titles range from books that make such developments accessible to the non-specialist reader to those which explore in depth their relevance for the way language is to be conceived as a subject, and how courses and classroom activities are to be designed. As such, these books not only extend the field of applied linguistics itself and lend an additional significance to its enquiries, but also provide an indispensable professional foundation for language pedagogy and its practice. The scope of the series includes: second language acquisition bilingualism and multi/plurilingualism language pedagogy and teacher education testing and assessment language planning and policy language internationalization technology-mediated communication discourse-, conversation-, and contrastive-analysis pragmatics stylistics lexicography translation

Communicative Language Teaching in Different Countries

How do we teach English Language Learners (ELLs) and how do our ELLs learn? This book answers those questions. “Essentials For Successful English Language Teaching” is about how we teach English Language Learners (ELLs) and how our ELLs learn. Farrell and Jacobs encourage those involved in teaching English to develop, maintain and rediscover the reasons that led them to take up the profession. They focus on the essentials in teaching the English language that teachers can implement in their instruction so that their students can excel in their learning: encourage learner autonomy; emphasize the social nature of learning; develop curricular integration, focus on meaning; celebrate diversity; expand thinking skills; utilize alternative assessment, and, promote English language teachers as co-learners along with their students. These essentials are best implemented as a whole, rather than one at a time and so they are interwoven with each other to encourage a holistic teaching approach. Highly accessible, each chapter comes with case studies and a range of activities to encourage the reader to put each of the essentials into practice. This reflective and engaging book will be invaluable to postgraduate students of TESOL and applied linguistics, and in-service language teachers.

Implementation of Communicative Language Teaching Across Six Foreign Languages

Rwandan University EFL Teachers’ Perceived Difficulties in Implementing Communicative Language Teaching (CLT)

Beyond Training examines the nature of second language teacher development and how teachers’ practices are influenced by their beliefs and principles. It seeks to move discussion of language teacher development beyond the level of “training,” which reflects a technical view of specific teaching practices. Instead, it takes a more holistic approach to teacher development built on the notion of the teacher as critical and reflective thinker. The argument pursued throughout is that teacher education needs to engage teachers not merely in the mastery of techniques, but in an exploration of the knowledge, beliefs, and attitudes that underly their teaching practices.
Approaches and Principles in English as a Foreign Language (EFL) Education

Creative Business and Social Innovations for a Sustainable Future

Methodology in Language Teaching

Intercultural Language Use and Language Learning

This comprehensive anthology provides an overview of current approaches, issues, and practices in the teaching of English to speakers of other languages. Containing a broad collection of articles published primarily in the last decade, it illustrates the complexity underlying many of the practical planning and instructional activities involved in teaching English. These activities include teaching English at elementary, secondary, and tertiary levels, teacher training, language testing, curriculum and materials development, the use of computers and other technology in teaching, as well as research on different aspects of second-language learning. Organized into 16 sections, the book contains 41 articles by well-known teacher trainers and researchers. Also included are two sets of discussion questions--a pre-reading background set and a post-reading reflection set. The anthology serves as an important resource for researchers, M.A. TESOL students, and teachers wishing to design a basic course in methodology.

Implementing Communicative Language Teaching Method in Saudi Arabia

Akademische Arbeit aus dem Jahr 2019 im Fachbereich Anglistik - Sonstiges, Note: 3, , Sprache: Deutsch, Abstract: In present study researcher has chosen Lewis Carroll's "You are old, Father William" to teach language for communicative purposes. In the history of language teaching, certain methods such as Audio-lingual, Grammar Translation, Suggestopedia and Total Physical Response have come into view. All these methods have been widely and extensively discussed and evaluated by researchers and scholars. Each of them has their own focus, weak points as well as strong points and they are based on a theory. In other words, methods are developed based on theories such as behaviourism, structuralism, constructivism and universal grammar. Communicative Language Teaching (CLT) is no exception with this regard. Now a day, the CLT method, which is originated in Britain, is widely used in English as Second Language (ESL) classrooms around the world. CLT is recognized as powerful theoretical model in ELT by many linguists and language teachers as a useful approach to language teaching.

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