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ON COMMUNICATIVE LANGUAGE TEACHING METHODS

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Interest in new foreign language teaching methods is currently on the increase. The definition of the communicative approach in language teaching is considered in the article. Communicative competence is one of the main components of teaching. The characteristics, strategies and basic principles of communicative competence are identified. It is also emphasized the role of communicative grammar in foreign language teaching is also emphasized. Teaching grammar is an effective way of developing communicative competence in foreign language teaching.

Keywords: *concept of communicative competence, communicative grammar, communicative teaching methods, advantages of communicative grammar teaching, noteworthy techniques, common principles.*

The field of teaching and learning foreign or second language has long been a subject of discussion. Various theories and methods of language learning have been introduced. Grammatical translation has been the field of teaching foreign and second languages for decades and is still used today. With later trends in language teaching approaches and methodologies and the growth of the communicative approach, communicative competence became the main goal of second and foreign language teaching in the 1970s.

The term “communicative competence” was first developed by Hymes in the late 1960s. Unlike Chomsky, the distinction between competence and performance is too limited to take into account language in use, Hymes describes communicative competence as “what a speaker needs to know to communicate effectively in a culturally relevant environment” [1].

Hymes [1] divides communicative competence into four sectors, according to whether something is:

- formally possible
- feasible by virtue of the means of implementation available
- appropriate (adequate, happy, successful) in the context in which it is used and evaluated
- actually performed, and what performing it entails.

Halliday offers language functions that complement Hymes' vision of communicative competence. He describes seven main functions that language performs for children learning their native language as:

1. instrumental function: using language to obtain or acquire items
2. regulatory function: using language to control the behavior of others
3. interaction function: using language to create interaction with others
4. personal function: using language to express personal feelings and meaning
5. heuristic function: using language for learning and discovery
6. imaginative function: using language to create an imaginary world
7. representational function: using language to transmit information [2].

Canale and Swain [3] propose their own theory of communicative competence that minimally includes three main competencies: grammatical, sociolinguistic and strategic competence.

Grammatical competence includes knowledge of lexical items and of rules of morphology, syntax, sentence – grammar semantics, and phonology. They point out that grammatical competence will be an important concern for any communicative approach whose goals include providing learners with knowledge of how to determine and express accurately the literal meaning of utterances. Sociolinguistic competence is made up of two sets of rules: sociolinguistic rules of use and rules of discourse. They believe that knowledge of these rules will be crucial in interpreting utterances for social meaning, particularly when there is a low level of transparency between the literal meaning of an utterance and the speaker's intention. Finally, strategic competence is made up of verbal and non-verbal communication strategies that may be

called into action to compensate for breakdowns in communication due to performance variables or to insufficient grammatical competence.

Communicative language teaching derives from a multidisciplinary perspective that includes, at the least, linguistics, psychology, philosophy, sociology, and educational research. The focus has been the elaboration and implementation of programs and methodologies that promote the development of functional language ability through learners' participation in communicative events. Central to CLT is the understanding of language learning as both an educational and a political issue. Language teaching is inextricably linked with language policy. Viewed from a multicultural intranational as well as international perspective, diverse sociopolitical contexts mandate not only a diverse set of language-learning goals but a diverse set of teaching strategies. Program design and implementation depend on negotiation between policy makers, linguists, researchers, and teachers. Evaluation of program success requires a similar collaborative effort. The selection of methods and materials appropriate to both the goals and the context of teaching begins with an analysis of learners' needs and styles of learning, socially defined.

Terrell and Krashen defined communicative competence as the use of language in social communications without grammatical analysis. They related communicative competence to the communication without focusing on grammatical competence, implying that communicative competence is manifested in communication. They argued that the primary goal of language learning should be the development of communicative skills. Based on the principle that "*language is best taught when used to transmit messages, not when explicitly taught for conscious learning*" [4].

Teaching grammar can be effective for learners because it plays a vital role in correctly conveying the meaning of structures and in creating clear, correct and understandable communication between people. First, it is important because it clarifies the meaning. Thornbury [5] states that grammar communicates the meaning of words. It is seen as a process for making a speaker's or a writer's meaning clear. Thornbury claims that grammar conveys the meaning of words. It is seen as a process for making the meaning of the speaker or writer clear. Grammar has been accepted as a tool for creating meaning. According to Lock, grammar is seen as a network of interrelated systems. Each system contains a set of options from which the speaker chooses according to the value he or she assigns it. He said: "This selection the speaker makes from a number of systems are realized simultaneously by grammatical items organized into structures" [6, 39]. Adding to what Lock mentioned, Thornbury [5] notes that people should use syntax and morphology rules to convey their thoughts correctly. Language learners should have enough grammar to express and understand a greater variety of meanings.

Grammar is an effective way of developing students' communicative competence in English language teaching, so that they can greatly improve their English proficiency and fluency. Wang [7; 80] illustrates that without grammar, language, communicative knowledge and competence are "castles in the air". Since the goal of all communication is to be comprehensible, grammar is a crucial step in achieving this goal.

Communicative Language Teaching began in the 1960s and has prospered since the 1970s to adapt to learners' needs in using language. It is often introduced as a replacement for the Grammar-Translation method. According to Wang [7; 80], Communicative Language Teaching has marked a drastic shift from the traditional language teaching approaches that emphasize the use of language structures and forms to a communicative approach to language learning that focuses on the meaningful use of language in a social context.

Thus, it can be said that Communicative Language Teaching opens up a wider perspective on language teaching and learning. According to Richards, Communicative Language Teaching has appeared at a time when language teaching in many parts of the world was ready for paradigm shift. He adds, "Situational language teaching and Audiolingualism were no longer felt to be appropriate methodologies" [8, 26]. In the words of Lightbown and Spada, Communicative Language Teaching can be defined in the following terms: "Communicative Language Teaching is based on the premise that successful language learning involves not only acknowledgement of the structures and forms of language, but also the functions and purposes that a language serves in different communicative settings. This approach to teaching emphasizes the communication of meaning over the practice and manipulation of grammatical forms" [9, 14].

In fact, this area grabs the attention of many researchers who have made strenuous efforts to develop notable ways of teaching grammar communicatively. Littlewood [10; 4] explains that communicative grammar teaching techniques provide whole task practice, improve motivation, and allow natural learning and concrete content which supports learning. Teaching techniques must demand achievements of a

particular task other than mere manipulation of language rules. Communicative grammar teaching techniques should thus be based more on the development of the ability to use language in real-life situations than on the manipulation of linguistic structures which do not allow speakers to interact naturally in real communication. Nunan [11] supposes that effective grammar techniques should be both meaningful and communicative.

For the purposes of understanding Communicative Language Teaching, there is a necessity to acquire knowledge of the theoretical foundations and principles underlying specific methods to avoid misusing or misleading something. The most common principles of Communicative Language Teaching suggested for teaching grammar communicatively are that:

- 1- Language should be introduced in an authentic context, in songs and in drama.
- 2- Language learning is learning to communicate.
- 3- Learners should personalize the language into their own experiences.
- 4- Corrective feedback on the meaning, form, and use should be provided.
- 5- Language learning is learning by doing.
- 6- Cooperative and collaborative learning should be enhanced.
- 7- Forms should be taught in a meaningful communicative way.
- 8- Communicative competence involves learning to use language forms appropriately and accurately.
- 9- Fluency and accuracy are seen as complementary principles underlying communicative techniques.
- 10- Language techniques are designed to engage learners in a realistic, appealing and motivating use of language for meaningful purposes.

It is apparent that the notion that Communicative Language comprises principles that predict ideas about language learning and teaching. Principles, which can be applied in different ways to address different aspects of the teaching and learning process. Lightbown and Spada [9] state that Communicative Language Teaching is the most influential approach to arrive on the second / foreign language-teaching scene. They affirm that “CLT is undoubtedly the most researched approach to second / foreign language teaching in the history of language teaching” [9, 18]. They consider CLT to be the major general language teaching methodology for years to come.

Purposes of Communicative Grammar (CLT) teaching techniques.

Littlewood [10; 17-18] summarizes some purposes of CLT techniques:

- a) They provide “Whole-task practice”: Whole task practice is provided through various kinds of communicative technique structured to suit learners' ability level.
- b) They improve motivation: These CLT techniques motivate students to use grammar in different situations.
- c) They allow natural learning: These techniques operate when the students are involved in using language for communication, since they are considered to be an important part of the total learning process.
- d) They can create a context which supports learning. These techniques provide opportunities for positive and personal relationships to be developed among learners and between learners and the teacher.

Advantages of CGT Techniques. Wang [7; 78] affirms the advantages of using these techniques:

- 1- They motivate students to have fun, and derive pleasure and excitement, from studying.
- 2- They (use another, more expressive verb here) the practice of language and its meaning.
- 3- They create an enabling learning environment
- 4- They promote interpersonal relationships

Criteria for CGT Techniques. Ellis [12] lists six criteria for CGT techniques:

- 1- Communicative purpose (information gap)
- 2- Communicative desire (real need)
- 3- Focus on content rather than form
- 4- Vary language (not just one language form)
- 5- No teacher intervention (done by students)
- 6- No material control

In another context, regarding the criteria for CGT techniques, Woods [13] points out eight criteria. These techniques should create conditions for:

- 1- Exploration by the learner of language and language learning
- 2- Challenge and critique by the learner of language, learning and curricula
- 3- Negotiations by the learner of language, learning and curricula

- 4- Interaction and interdependence between learners and teachers
- 5- Providing comprehensible input
- 6- Accommodating differentiation among learners
- 7- Managing language learning
- 8- Problematising language learning and classroom action.

Ellis [12; 100] claims that in the teaching of grammar for communicative competence, teachers should focus on communicative frameworks based on tasks for communicative activities. Grammar activities should be compatible with contextualized practice in which rules are presented in meaningful contexts. Appropriate contextualization can only be achieved if a teacher finds or creates realistic social situations, language texts, and visual stimuli that are interesting and meaningful to students. Additionally, these activities should be centered on the students' own lives, opinions and experiences of real-life situations to learn English. Besides this, a teacher must provide communicative practice for students to achieve non-linguistic goals such as asking for permission to do something, getting someone to do something, making excuses or asking for help [10; 12-13]. Similarly, Nunan [11] explains that grammar is fundamentally important in the communicative classroom. However, he adds that the approach to teaching grammar in the classroom requires CLT principles. Yet some scientists claim that grammar is fundamental to language and that without it language could not exist [14; 1].

Unlike grammatical approaches, communicative approaches are based on the idea that language is best learned through communication rather than the mechanical representation of grammatical forms. Communicative approaches ignore the explicit use of grammatical rules in grammar learning. This has led to a shift away from form-based to meaning-based learning [15]. The exceptional focus on teaching grammar has been found to be insufficient to develop learners' oral communication abilities. In addition, many researchers confirm the fact that language teaching cannot be limited to grammar teaching alone. This is because direct teaching of grammar does not lead to fluency. In the same vein, the Hymes theory of communicative competence (1972) has had a major impact on the development of students' communicative language competence, which makes the development of students' communicative competence its main goal. Communicative competence asserts that knowledge of a language consists not only of knowing its grammatical forms, but also knowing how to use them correctly in various communicative contexts.

Nagy (2019) in her meta-analytical article "In between Language Teaching Methods: Do we Need (to Know About) Methods at All?" described a number of modern methods from grammar translation through audio-lingual approaches to communicative and post-communicative methods. She notes: "we have come today to reconsider the role and status of language teaching not only because globalization has produced an increase in the number of speakers of English all around the world. Also due to the fact that the issue of localization (of language teaching methods and techniques) has also come to the fore", Emphasizing a number of popular methods teachers can use, as well as "trying to summarize the most important foreign language teaching methods that can be spotted in the era of what is presently called the post-method condition" [15; 120].

To solve problems with communicative grammar teaching, Estelle [16] suggested activities to develop students' communicative strategies and interactional skills, giving a detailed analysis in her article "Exploring the Teaching of Communicative Grammar in EFL Classes in Benin to Promote Language Use in a CBA Context". She noted that "many researchers shed light on the issue of CLT and offer various enlightening views", referring to studies carried out by Lopez and Agullo [17] and Brown who presented six characteristics illustrating the key principles of CLT. Brown argued that these characteristics include classroom goals for all the components of communicative competence; language techniques aimed at involving learners in the pragmatic, authentic, and functional use of language, leading to meaningful purposes; two complementary principles that underlie communicative techniques such as fluency and accuracy which are alternatively used by students, depending on the meaning of the communication; language used productively and receptively in a CLT class, as well as impromptu speech in real-life situations; students given key opportunities and strategies to understand their learning styles and use them appropriately; teachers who make students responsible for their own learning through authentic interaction [18, 89].

Nevertheless, there are some disadvantages of CLT:

- 1) The role of grammar in language learning is downplayed.

- 2) Communicative tasks are not easy to design, particularly where teachers are untrained or inappropriately trained.
- 3) The role and expertise of the teacher are confused.
- 4) Too much responsibility is placed on students.
- 5) The curriculum is unbalanced there being few textbooks that can really help teach CLT because of the lack of authentic material.

Communicative language teaching appeared at a time when major changes were required in the paradigm of teaching English. Traditional methods did not meet the needs of the adult population in Europe. Communicative language teaching turned out to be attractive to those who were looking for a more humanistic approach to teaching, the one which enabled the process of live communication to take priority. Communicative language teaching quickly became a standard in educational sphere, gaining the support of the UK's leading applied linguists, philologists, publishers and various institutions, including the British Council. All this contributed to its rapid spread around the world.

Features of the communicative approach in teaching foreign languages is most clearly expressed in the provisions that reflect significant learning activity patterns that are used to construct a theory of learning, the basis for the development of methods and guidelines for the proper organization of training activities. Such provisions shall acquire the status of the principles of training. Learning principles can be conceptual (derived from theoretical considerations within the concept) and reflective, that is "returned" after the practical testing and built on real-world experience of teachers

CLT makes use of real-life situations that necessitate communication. The teacher sets up a situation that students are likely to encounter in real life. Unlike the audio lingual method of language teaching, which relies on repetition and drills, the communicative approach can leave students in suspense as to the outcome of a class exercise, which will vary according to their reactions and responses. The real-life simulations change from day to day. Students' motivation to learn comes from their desire to communicate in meaningful ways about meaningful topics.

CLT lays emphasis on developing the communicative competence. This view of second language acquisition has influenced language pedagogy in encouraging learner-centered teaching. Learner centeredness, combined with the shift to a focus on communicative competence, has helped to transform the language-teaching field dramatically in the past twenty years. Instead of an explicit focus on language itself, there has been an emphasis on learners' expressing their own meanings through language. The learner must distinguish between the forms which he has mastered as part of his linguistic competence, and the communicative functions that they perform.

The communicative approach is best motivated: its goal is to motivate students to learn a foreign language by means of accumulation and expansion of their knowledge and experience. Students must be willing to use the language for real communication outside the classroom, for example, during a visit to a country of the studied language, during the reception of foreign guests at home, in correspondence, when exchanging audio and video tapes and the results of tasks with the schools and friends in the country language is spoken.

Communicative approach helps students quickly master the skills of speaking. This is achieved by learning the different types of monologue speech, sample dialogues and forms of language modeling. Here, in the foreground is a specific language model. The basic unit of the whole lesson and learning strategies of this method is the act of speaking.

The main purpose of language teaching is to help learners use language communicatively. Communicative grammar plays a significant role in supporting learners to acquire language and use it accurately. Although grammar instructions help learners acquire the language more efficiently, they should incorporate grammar teaching and learning into a wider context in which students are taught to use language communicatively. In this study, teachers are advised to teach grammar not with rigid and old-fashioned techniques such as drilling, memorizing, and answering written exercises on grammar rules. Instead, they are advised to teach it communicatively in a real-life context through techniques such as using songs, dialogues, games, charts, objects and role-play such that, rather than feeling they are learning grammatical rules, students believe they are learning language itself to improve their communicative competence.

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О коммуникативных методах обучения языку

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В настоящее время возрос интерес к новым методам обучения иностранному языку. В статье дается определение коммуникативного подхода в обучении языку. Коммуникативная компетентность является одним из основных компонентов обучения. Рассматриваются особенности стратегий и основные принципы коммуникативной компетенции. Подчеркивается роль коммуникативной грамматики в обучении иностранным языкам. Грамматика - это эффективный способ развития коммуникативной компетенции в обучении иностранным языкам.

Ключевые слова: понятие коммуникативной компетенции, коммуникативная грамматика, коммуникативный метод обучения, преимущества обучения коммуникативной грамматике, значительные способы, общие принципы.

Тіл оқытудың коммуникативтік әдістері туралы

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Қазіргі уақытта шетел тілін оқытудың жаңа әдістеріне деген қызығушылық артып отыр. Мақалада тілді оқытудағы коммуникативтік тәсілдің анықтамасы беріледі. Коммуникативтік құзіреттілік - оқытудың негізгі компоненттерінің бірі. Коммуникативтік оқытудың ерекшеліктері, стратегиясы және негізгі қағидалары да қарастырылған. Сонымен қатар, шет тілдерін оқытудағы коммуникативті грамматиканың рөліне ерекше назар аударылады. Грамматика - шет тілдерін оқытуда коммуникативтік құзіреттілікті дамытудың тиімді әдісі.

Түйін сөздер: коммуникативтік құзыреттілік түсінігі, коммуникативтік грамматика, оқытудың коммуникативтік әдісі, коммуникативтік грамматиканы оқытудың артықшылықтары, маңызды тәсілдер, жалпы қағидалар.

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