



IMPLEMENTING COMMUNICATIVE APPROACHES

IN ENGLISH CLASSROOM, FROM THEORY TO PRACTICE

Nurdinni Tilova, S.Pd., M.M

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Hak Cipta dilindungi undang-undang

Dilarang memperbanyak atau memindahkan sebagian atau seluruh isi buku ini dalam bentuk apapun dan dengan cara apapun, termasuk memfotokopi, merekam, atau dengan teknik perekaman lainnya tanpa seizin tertulis dari penerbit.

INTRODUCTION

Praise and gratitude we offer to the Almighty, for through His blessings and mercy, we as authors have completed this book. The writing of this book is a work by the author titled "Implementing Communicative Approaches in English Classroom, From Theory to Practice". The author acknowledges that without the assistance and guidance from various parties, it would have been very difficult to complete this work. Therefore, the author extends sincere thanks to all who have contributed to the preparation of this book, enabling it to be presented to readers.

This book consists of 4 units, namely:

- Unit 1 Introduction to Communicative Language Teaching (CLT)
- Unit 2 Understanding Communicative Competence
- Unit 3 Designing Communicative Activities
- Unit 4 Creating Authentic Learning Environments

It is hoped that this book will enhance the insights and knowledge of the readers. In conclusion, the author hopes that the Almighty will graciously reward all those who have contributed kindness. May this book bring benefits to the development of knowledge both in the education sector and for individuals.

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UNIT

1

INTRODUCTION TO COMMUNICATIVE LANGUAGE TEACHING (CLT)

A. Overview Of Communicative Language Teaching Principles

Communicative Language Teaching (CLT) is an approach to language teaching that emphasizes communication as the primary goal of language learning. It originated in the 1970s as a response to the perceived limitations of previous methods such as Grammar Translation and Audio-Lingualism, which focused more on rote memorization of grammar rules and vocabulary rather than on actual communication.

Some experts overview of CLT, Richards and Rodgers (2001), Communicative Language Teaching (CLT) is described as an approach that emphasizes the importance of communication in language learning. The idea is also supported by Larsen-Freeman and Anderson (2011), Communicative Language Teaching (CLT) is described as an approach to language teaching that emphasizes communication as the primary goal of language learning. Here's an overview of the principles of Communicative Language Teaching:

1. Communicative Competence:

CLT aims to develop learners' ability to use language effectively in real-life communication situations. This involves not only knowledge of grammar and vocabulary but also skills such as understanding context, interpreting meaning, and using appropriate language in different social and cultural contexts. this concept, as articulated by Savignon (2002) and expanded upon by other scholars, encompasses a

UNIT

2

UNDERSTANDING COMMUNICATIVE COMPETENCE

A. Defining Communicative Competence And Its Components

Communicative competence is a concept in linguistics and language education that refers to the ability to effectively and appropriately communicate in a given language. It encompasses not only linguistic knowledge, such as grammar and vocabulary, but also social and cultural knowledge necessary for successful communication in various contexts.

Dell Hymes introduced the term "communicative competence" in the 1960s as a response to Noam Chomsky's earlier concept of "linguistic competence." While linguistic competence focuses on the knowledge of the formal aspects of a language, communicative competence extends this to include the ability to use language effectively in social contexts.

Hymes identified several components of communicative competence, often referred to as the "Hymes model." These components include:

1. Grammatical competence

This refers to knowledge of the rules of grammar and syntax in a language, including the ability to form grammatically correct sentences. Grammatical competence is a foundational aspect of communicative competence, encompassing the understanding and application of the rules governing the structure and syntax of a language. It involves more than just knowing the grammatical rules; it also includes the ability to utilize this knowledge to produce

UNIT

3

DESIGNING COMMUNICATIVE ACTIVITIES

A. Principles Of Task-Based Language Teaching (TBLT)

Task-based language teaching (TBLT) is an approach to language instruction that focuses on the completion of meaningful tasks as the central unit of instruction. It is grounded in communicative language teaching (CLT) principles but places a stronger emphasis on the completion of tasks over the practice of language forms in isolation. Here are some key principles of TBLT:

1. Task as the Central Unit of Instruction:

In TBLT, language learning revolves around tasks that learners engage in to achieve a communicative goal. These tasks can be real-world activities that learners might encounter outside the classroom, such as making a phone call, writing an email, or ordering food in a restaurant. In TBLT, the task serves as the fundamental building block of language instruction, embodying the principle that language is best learned through meaningful interaction and purposeful communication. The emphasis on tasks reflects a departure from traditional language teaching methods that prioritize rote memorization of grammar rules and vocabulary lists. Instead, TBLT places learners in authentic communicative situations where they must actively use the target language to accomplish a specific goal. For instance, learners might engage in role-plays where they simulate real-life scenarios, such as booking a hotel room or participating in a job interview. By situating language learning within these

UNIT

4

CREATING AUTHENTIC LEARNING ENVIRONMENTS

A. Importance Of Authenticity In Language Learning

The importance of authenticity in language learning lies in its ability to create meaningful and relevant learning experiences that closely resemble real-life communication situations. Authenticity in language learning refers to the use of materials, tasks, and contexts that reflect the natural language use and cultural norms of the target language. By incorporating authentic materials and activities into language instruction, educators can enhance learners' motivation, engagement, and language acquisition outcomes.

One key aspect of authenticity in language learning is the use of authentic materials, such as newspapers, magazines, films, podcasts, and real-life texts. Authentic materials provide learners with exposure to genuine language use in authentic contexts, allowing them to encounter natural language structures, vocabulary, idiomatic expressions, and cultural references. This exposure helps learners develop their linguistic competence and pragmatic awareness, enabling them to understand and use language in real-world communication situations.

Moreover, authenticity in language learning promotes meaningful communication and interaction among learners. Authentic tasks and activities, such as role-plays, simulations, and problem-solving tasks, provide learners with opportunities to use language in purposeful ways to achieve communicative goals. By engaging in authentic communication tasks, learners

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