Communicative Language Teaching In Meaningful Situation-Based Activities

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Abstract. This article will proof that CLT is an approach to language teaching methodology, that emphasizes authenticity, interaction, student-centeredlearning and communication for the real world.

Keywords: curriculum,classroom activities, communication, syllabus, communicative functions, communicative purposes.

"Communication works for those who works in it" **John Powell**

Introduction

One of the most characteristic features of communicative language teaching is that it pays systematic attention to functional as well as structural aspects of language. " For others, it means using procedures where learners work in pairs of groups employing available language resources in problem-solving tasks. A national primary English syllabus based on a communicative approach (Syllabuses for Primary Schools 1981), for example, defines the focus of the syllabus as the "communicative functions which the forms of the language serve". The introduction to the same document comments that "communicative purposes may be of man y different kinds. What is essential in all of them is that at least two parties are involved in an interaction or transaction of some kind where one party has an intention and the other party expands or reacts to the intention" (p. 5). In her discussion of communicative syllabus design, Yalden (1983) discusses six Communicative Language Teaching design alternatives, ranging from a model in which communicative exercises are grafted onto an existing structural syllabus,

Design 1: To a learner-generated view of syllabus design (e.g., Holec 1980).
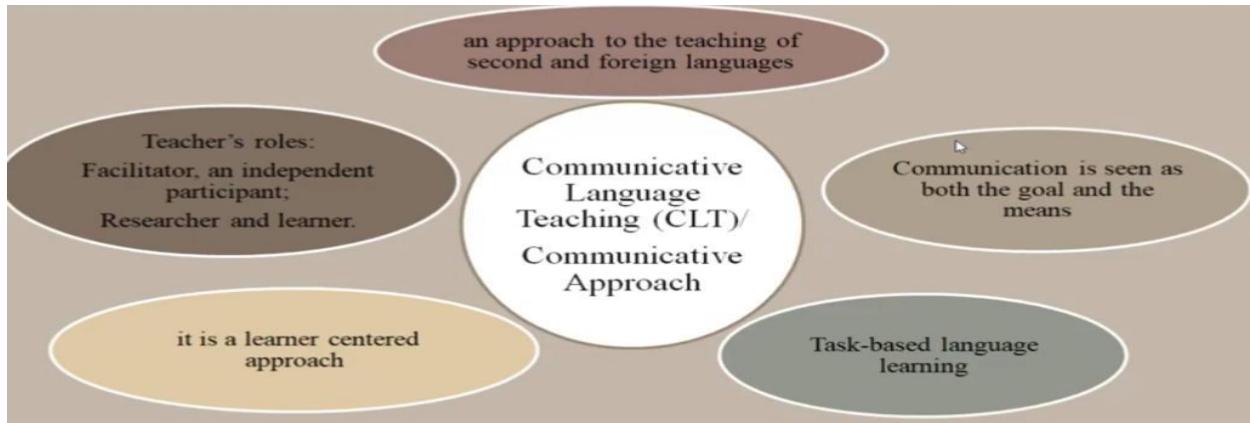
Communicative language teaching integrates reading, writing, and speaking, which can have students practice multiple skills at once. It also uses groups or pairs for activities and tools and technology to create a more individualized learning experience for students, which aids their language learning abilities, such as their fluency in the language.

The Communicative Language Teaching is a popular teaching approach. It is founded in the constructivist theory. It focuses on using language for communication. Learnersstudy language by developing skills to communicate and interact in desired contexts (school work, community). Communicative language teachers use materials that focus on the language needed to express and understand different kinds of functions. In the classroom, activities guided by the communicative approach are characterized by meaningful and real communication at all levels. As a result there may be more emphasis on skills than system lesson are more learner-centred. Examples include asking for things, describing people,expressing likes and dislikes and telling time.

Design 2: CLT approaches are often used in learner-centredclassrooms.

Since 1970s it had been realized that communicative competence was needed in order to use the language communicatively. In planning a language courses within a communicative approach, grammar was no longer use as the starting point. It was argued that a syllabus should identify the following aspects of language use in order to be able to develop the learner's communica-tive competence:

• As detailed a consideration as possible of the purposes for which the learner wishes to acquire the target language; for example, using English for business purposes, in the hotel industry, or for travel.

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• The socially defined role the learners will assume in the target language, as well as the role of their interlocutors; for example, as a traveler,

as a salesperson talking to clients, or as a student in a school;

- Some idea of the setting in which they will want to use the target language; for example, in an office, on an airplane, or in a store;
- The communicative events in which the learners will participate: everyday situations, vocational or professional situations, academic situations, and so on; for example, making telephone calls, engaging in casual conversation, or taking part in a meeting;
- The language functions involved in those events, or what the learner will be able to do with or through the language; for example, making introductions, giving explanations, or describing plans;
- The notions or concepts involved, or what the learner will need to be able to talk about; for example, leisure, finance, history, religion;
- The skills involved in the "knitting together" of discourse: discourse and rhetorical skills; for example, storytelling, giving an effective business presentation;
- The variety or varieties of the target language that will be needed, such as American, Australian, or British English, and the levels in the spoken and written language which the learners will need to reach;
- The grammatical content that will be needed;
- The lexical content, or vocabulary, that will be needed;

The range of exercise types and activities compatible with a communicative approach is unlimited, provided that such exercises enable learners to attain the communicative objectives of the curriculum, engage learners in communication, and require the use of such communicative processes as information sharing, negotiation of meaning, and interaction.

Materials and methods

Classroom activities are often designed to focus on completing tasks that are mediated through language or involve negotiation of information and information sharing. These attempts take many forms. Wright (1976) achieves it by showing out of-focus slides which the students attempt to identify. Byrne (1978) provides incomplete plans and diagrams which students have to complete by asking for information. Allwright (1977) places a screen between students and gets one to place objects in a certain pattern: this pattern is then communicated to students behind the screen. Geddes and Sturbridge (1979) develop "jigsaw" listening in which students listen to different taped materials and then communicate their content to others in the class. Most of these techniques operate by providing information to some and withholding it from others. Social interaction activities include conversation and discussion sessions, dialogues and role plays, simulations, skits, improvisations, and debates.

There are a number of activities which are common in the classrooms:

• Information Gap Activities

This activity is derived from reality fact in which people often ask for information from other people, which they do not have. This condition is imitated into classroom practice by giving students two or more package of related information, which one students possess different package from the other. Communication occurs as they are requesting information from the other.

• Jigsaw activities

This activities demand students to be divided into groups. Every group has certain piece of information. Every group is given task to share information they have to the other groups. The process of interaction becomes like jigsaw, at the time they transact information.

• Information gathering activities

At this activity, students are required to conduct surveys, interviews to collect information

- **Telling stories or jokes**

A student tells a story, funny anecdote, or joke from memory

- **Drama**

Students have read a story. They have to choose a scene, create dialogue, and perform it in front of audience.

- **Discussion**

Students discuss any topic in groups or with a whole class. It can be spontaneous or with prior preparation.

Conclusion

This is the activity in which students are assigned roles and improvise a scene or exchange based on given information or clues. For example, one student is given a task to be a doctor with knowledge about certain disease and the symptoms. The other student is given a task to be patient with this symptoms to be talked to the doctor

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