

**Закарпатський угорський інститут ім. Ференца Ракоці II**  
**Кафедра філології**

Реєстраційний № \_\_\_\_\_

**Курсова робота**

**Комунікативні методи навчання та прийоми навчання**

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**Студентка II-го курсу**

**Освітня програма**

**014 Середня освіта (мова і література (англійська))**

Тема затверджена на засіданні кафедри

Протокол №\_2\_ 30 вересня / 2021\_

Науковий керівник:

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Робота захищена на оцінку \_\_\_\_\_, «\_\_\_» \_\_\_\_\_ 2022\_ року

Протокол № \_\_\_\_\_ / 2022\_

ЗАТВЕРДЖЕНО

Вченою радою ЗУІ

Протокол № „3” від „27” квітня 2021 р.

Ф-КДМ-1

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2021

**Ferenc Rákóczi II Transcarpathian Hungarian College of Higher Education**  
**Department of Philology**

**Communicative language teaching methods and teaching techniques**  
Course Paper

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**Beregszász – 2022**

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## **Introduction**

The purpose of this paper is to define communicative language education, as well as misconceptions regarding its practice and the causes that lead to instructors' misunderstandings. It demonstrates four common misunderstandings about communicative language instruction: communicative skills, the role of the teacher in communicative activities, fluency and accuracy as primary goals, and teaching approaches. We developed a summary of the basic works published in the area as well as current academic literature for the theoretical section of the study. Meanwhile, we've compared and contrasted many viewpoints, emphasizing the seriousness of the problem and alternative solutions.

## **History of Communicative Language Teaching**

The global recognition of English has had an impact on English language instruction around the world. Various types of instruction methods have become popular in recent years and then vanished. Without a doubt, the greater the number of people who want to learn English, the more diverse the needs become. The more varied the needs, the more innovative approaches or methods in English language instruction are necessary. Many language educators consider Communicative Language Teaching (CLT) to be an effective strategy since it focuses on increasing learners' capacity to use the language effectively in context.

## **Theoretical research into Communicative Language Teaching**

When the audio lingual technique and situational language education were no longer judged beneficial in the 1970's, the need of communicative competence in language teaching was highlighted. Because the situational method, which is based on a structuralist approach to language and teaches language structures situationally according to a behaviourist learning theory pattern, did not produce an effective result. British applied linguists began to question the method's theoretical foundation (Demeter, 1991, p.78).

Former linguists believed that the intricacy of grammar could be learned discretely through extensive drilling and practice, which could be done repeatedly. Many people have been caught up in a communication trend during the last decade and a half, as the position camp has grown in size.

### **Professionals: Swan, Widdowson, Hymes, Halliday.**

The communicative trend is not so much through theoretical works and curricula as it is through instructional materials that reflect them in the public consciousness. In 1971, a group of experts began looking at the idea of developing language courses based on a unit-credit system, which divides learning activities into “sections or units each of which corresponds to a component of a learner’s needs and is systematically tied to all the other portions”.

Especially a great storm stirred *Swan*’s two – part article in the “ELT Journal”. “In addition to its many virtues, the communicative approach is it, unfortunately, carries most of the flaws of intellectual revolutions: generalizes effective but limited thoughts until they practically lose their meaning, demand greater power over its doctrines, as far as their intrinsic values and novelty are concerned, they deserve it: in a false light, it portrays the previous one it displaces views”, writes the author (Swan, 1985).

According to *Widdowson*, it would be an irresponsible at the current level of our knowledge of language skills to assert anything definitive. Even more irresponsible would have been to abandon research and pretend there were no challenges to tackle.

*Hymes* strives to develop communicative competence, which incorporates language competence but concentrates on elements of language usage, as opposed to language competence.

*Halliday*’s writings on linguistic functions are another theoretical underpinning for communicative language education. It defines seven purposes (instrumental, regulatory, interactive, personal, heuristic, imaginative) for which one grounds one’s ideas on the usage of the child’s mother language (Nádor 2019).

### **Communicative curricula.**

In the 1970s, educators began to question whether the aims of language teaching were being met through the use of traditional teaching methods. To capture the ultimate results of Communicative Language Teaching, a couple of syllables were constructed. Firstly, reading, writing, listening, and speaking are the four abilities that are broken down into micro skills by *skills – based syllables*. Secondly, the functions of the English language as a communicative device to express the learner’s feelings, thoughts, and knowledge are taught through *functional syllabus*. Finally, *task syllables* are tasks and activities for students in schools during the lesson.

**Yalden** (1983) proposes the majority of today’s communication curriculum. On the other hand, there are some more researchers who have different types of syllabuses:

- Structures plus function: Wilkins (1976)

- Notional syllabuses: Wilkins (1976)
- Interactional : Widdowson (1979).

### **Communicative competence and Chomsky.**

Language competence is defined as the ability to communicate more effectively, which we might define as the ability to communicate in a whole or partial language. Simplification would even be saying that language is our primary mode of communication, especially given **Birdwhistell's** knowledge of measuring data indicating that only roughly 30-35 per cent of messages should transit through verbal channels (Nádor, p.164). It is common to have a foreign language in which the majority of native speakers retain their mother tongue as well as the nonverbal characteristics of the mother tongue culture.

**Chomsky**, as an American researcher, brought the distinction between competence and performance into the public consciousness of linguistics and language teaching. Competence is an abstract concept that can't be tested objectively, yet it is something that all healthy people have. Performance, on the other hand, is fundamentally nothing more than the application of competence, i.e. the activity in which one expresses one's competence, i.e. the activity in which one's understanding of language is validated in reality. Thus, communicative competence involves grammar competence, and on the other, the statement of all social and economic cultural laws, without the grammatical rules would be meaningless.

### **Student – teacher role according to the communicative approach.**

Learning is frequently done in groups or pairs, and the efficiency of the group is largely dictated by the members' interdependence. The teacher must provide the required stimulus for the learner to acquire communicative skill, but she cannot directly control and affect the path of this internal process because the learning process is likewise a natural internal order. The teacher has two primary responsibilities: the first is to foster communication between all classroom participants. The second role is to participate in the learning – teaching group as an individual participant (Demeter, 110-112).

### **Advantages and disadvantages of Communicative Language Teaching.**

There are various benefits to communicative language teaching, such as the connection between students and teachers, the ability to enlighten basic information and the ability to effectively integrate development, and considerably improved student interest. The

communicative teaching method stresses the learner's cognitive and operational abilities, allowing pupils to think about and express their ideas, and so practising the capacity to use language to communicate in real life.

The negatives include a lack of emphasis on correcting pronunciation and grammar mistakes. The Communicative Language Teaching technique focuses on fluency rather than accuracy in grammar and pronunciation, and is ideal for intermediate and advanced students, but not for beginners.

### **Activities and Techniques in CLT.**

#### ***Techniques and materials in Communicative Language Teaching***

The activities governed by the communicative approach are defined as attempting to produce meaningful and authentic communication at all levels. The number of workouts and activities suitable with Communicative Language Teaching is limitless, and they are mostly centered on information transfer. Almost every activity that engages learners in authentic communication is used by CLT.

The materials used in CLT have an impact on the quality of classroom engagement and language use. There are 3 main types of materials used in Communicative Language Teaching:

1. Text – based: materials are similar to textbooks in that they are intended to guide and support CLT. This type also helps with developing reading skill.
2. Task – based: materials are variety of games, role plays, simulations and any other activities created to complement CLT classes.
3. Realia: this is a set of language materials that are authentic to native speakers of the target language, so called things from the real life. This can be materials for developing also listening skill or writing skill, if there is a task where learners need firstly to write their opinions (Harmer, p.70).

#### ***Types of Activities in Communicative Language Teaching.***

1. Task – completion activities. These are tasks focus on using the student's languages resources to complete the task. For example, it can be dictation. In this way, we also developing the learners listening and writing skill.
2. Information – gathering activities. Learners are expected to obtain information using their linguistic resources.

3. Information – transfer activities. Learners must take knowledge supplied in one form and convey it in a different one in these tasks.
4. Role plays. It is a simulation, the students are given a role. Learners are given roles and are expected to create a scenario or an exchange based on the facts or cues provided (Harmer, 2012).

**Summary.**

Overall, Communicative Language Teaching implementation needed in an inclusive manner that required the cooperation and participation of all persons in the school or institution where CLT was used and it is not different in teaching nowadays. Some academics and curriculum designers believe that communication tasks should be preceded by language form-focused activities, while others believe that real communication practices should be the beginning point.

To sum up, we produced a summary of the basic published work in the topic as well as current academic literature in the theoretical portion of the study. Meanwhile, we've compared and contrasted many perspectives, stressing the scale of the issue and possible alternatives.

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