

Improving Communicative Language Teaching

Lecture 11

Short Quiz 4 (Lectures 9-11)

- The quiz opens 12/14 20:00
- This quiz closes 12/28 23:55

Main Points

Even with language focused lessons, we can (1) begin with a meaningful event or stimulus, and (2) we can keep lessons focused on meaning by knowing the traits or principles of communicative activities and (3) the four faces of communicative competence. (4) By knowing these things, we can make dull language-focused lessons and make them more meaningful and communicative.

Outline

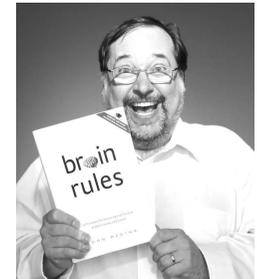
- Modern language classes focus on communication.
 - (1) Emotional Competent Stimuli
 - (2) CLT in Depth
 - (3) Communicative Competence
 - (4) More Communicative

- “The first problem of communication is getting people’s attention.”
- Chip Heath



(1) ECS

- Medina’s (2008) “emotionally competent stimuli.”
 - An emotional hook, that grabs attention.
 - It helps create interest.



(1) Problem Solver + ECS

- Easy speaking activity with clear outcomes.
 - (a) Suggest: Make a list of suggestions or ideas.
 - (b) Choose: Choose one item from the list.
 - (c) Rank: Rank the items in order based on a criterion.
 - This activity is about reality (real meaning).
 - It also uses an ECS.

(2) CLT in Depth

- That was a Problem Solver Activity with an ECS.
 - It shows 6 traits of CLT as give by Scott Thornbury.
 - We purpose, reciprocate, negotiate.
 - We synchronize, improvise, liberate.

(2) CLT in Depth

- Purpose is central to everything. The why!
- We use language with a communicative purpose.
 - We get information. We make requests.
 - We are not just displaying correct language use.
 - We communicate with purpose.

(2) CLT in Depth

- We use language reciprocally. We reciprocate.
 - Learners interact. We listen and speak.

(2) CLT in Depth

- We negotiate for meaning.
 - We check and repair mistakes.
 - We negotiate and clarify meaning.

(2) CLT in Depth

- We synchronize communication in real time.
 - For speech, we use language dynamically.
 - This is creative real-time speech.

(2) CLT in Depth

- "Life is a lot like Jazz... it's best when you improvise."
 - George Gershwin



- We improvise and thus cannot predict what happens.
 - Because there's improvisation, we cannot fully know
 - process and outcome, or what language is used.

(2) CLT in Depth

- When we synchronize and improvise, we are free.
 - Thornbury calls this "heterogeneity."
 - We are free to use any aspect of language.
 - We are not limited to one aspect of grammar.

(2) CLT in Depth

- Key questions.
 - Does CLT work?
 - Is it more motivating than traditional ways?

(2) CLT in Depth

- Answers.
 - These principles better mirror real world communication.
 - We better acquire language through life-like interaction.
 - When we attend to meaning (over form), we may improve fluency and develop "chunks."

(2) CLT in Depth

- The Big Question
 - Even if activities mirror real life...
 - Do these activities really connect to the world?
 - Do these activities engage with learners needs interests, concerns and desires?

(2) CLT in Depth

- Thornbury calls this “Big C Communication.”
 - He means that...
 - Communication connects people to each other and to physical, social, and cultural contexts.
 - Communication engages with learners needs, interests, and desires.

- Compelling Input
- “Make sure there is lots of comprehensible and compelling reading available: comic books, graphic novels, magazines, novels that students want to read.”
- Stephen Krashen



(3) Communicative Competence

- Some people have skills at insulting others.
- It's a kind of Communicative Competence.
 - Canale and Swain (1980) gave us the term:
 - We use grammatical, discourse, social, and strategic skills to communicate well.

(3) Communicative Competence

- Grammatical Competence
 - Learners can use the rules of language, including
 - morphology, syntax, sentence-grammar semantics, and phonology.

(3) Communicative Competence

- Sociolinguistic Competence
 - Learners know social rules.
 - By knowing social rules, learners understand social meanings.
 - Learners know levels of politeness and register.
 - Have you ever made a sociolinguistic mistake?

(3) Communicative Competence

- Strategic Competence
 - Learners use communication strategies.
 - Use strategies to cover weaknesses.
 - Use strategies when communication fails.

(3) Communicative Competence

- Discourse Competence, Canale (1983)
 - The ability to take longer turns.
 - Coherently construct longer forms of discourse.

Sum

- Begin lessons with a meaningful event or stimulus.
 - This creates interest and helps us focus on meaning at the start.
- Good CLT lessons include:
 - purpose, reciprocity, negotiation synchronization, improvisation, liberty.
- Communicative competence gives us a framework for how
 - to use language correctly and appropriately in communication.

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