DİLÇİLİK   LINGUISTICS   ЯЗЫКОЗНАНИЕ

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COMMUNICATIVE LANGUAGE TEACHING

The term Communicative Language Teaching covers a variety of approaches that focus on helping learners to communicate meaningfully in the target language. Communicative Language Teaching began in Britain in 1960s as a replacement to the earlier structural method, called Situational Language Teaching. It is the most widely accepted approach of language teaching. The structural and functional aspects of language are characteristic features of communicative language teaching. The aim of Communicative Language Teaching is to infuse into individuals the ability to create and to construct utterances (spoken and written), which have the desired social value or purpose. The communicative approach to language teaching starts with the theory of language as communication. The goal of language teaching is to develop "communicative competence". This term was coined by Hymein order to contrast a communicative view of competence and Chomsky's theory of competence. Chomsky said: Linguistic theory is concerned primarily with an ideal speaker - listener in a completely homogenous speech community who knows its language perfectly and its unaffected by such Grammatically irrelevant conditions as memory limitation, distraction, shifts of attention and interest and errors (random or characteristic) in applying his knowledge of the language in actual performance. For Chomsky, the focus of linguistic theory is to characterize the abstract abilities speakers possess that enable them to produce grammatically correct sentences in a language.

Hymes held that such a view of linguistic theory is sterile, that linguistic theory needed to be seen as part of a more general theory incorporating communication and culture. Hymes's theory of communicative competence is a definition of what a speaker needs to know in order to be communicatively competent in a speech community. In Hymes's view, a person who acquires communicative competence acquires both knowledge and ability for language use with respect to Whether (and to what degree) something is formally possible; Whether (and to what degree) something is feasible by virtue of the means of implementation available; Whether (and to what degree) something is appropriate (adequate, happy, successful in relation) to a context in which it is used and evaluated; Whether (and to what degree) something is in fact done, actually performed, and what it's doing entails. This theory of what knowing a language entails offers a much more comprehensive view than Chomsky's view of competence, which deals primarily with abstract grammatical knowledge. Halliday has elaborated a powerful theory of the functions of language, which complements Hymes's view of communicative competence. Halliday describes ([1]Communicative Language, 1975) seven basic functions that language performs for children learning their first language: 1. the instrumental function: using language to get things; 2. the regulatory function: using language to control the behavior of others; 3. the interactional function; using language to create interaction with others; 4. the personal function: using language to express personal feelings and meanings; 5. the heuristic function: using language to learn and to discover; 6. the imaginative function: using language to create a world of imagination; 7. the representational function: using language to communicate information.

Learning a second language was similarly viewed by proponents of Communicative Language Teaching as acquiring the linguistic means to perform different kinds of functions. However, if the information that needs analysis would have provided is no longer available, on what basis are we going to identify the functions, which are widely assumed to be the units employed in organizing Communicative Language Teaching? How can we decide whether and at what point to teach people to make request, ask for permission, complain, express disagreement and so on? If we accept that the notion of speech acts (communicative functions) provides a fundamental insight into what we are doing when we are communicating through language, is it our understanding of the implications of this insight that the content of language teaching should be predominantly seen as a selection from the total inventory of such acts? Would such an approach, of which there

are certainly examples in published materials, be an adequate basis for planning the teaching of language to secondary school learners?

To answer such questions, we need to look again at the nature of speech act and communication. When people talk of "communicating in a language" they tend to think of engaging in conversational interaction but if linguistic communication is the transmission of messages from a producer to a receiver then reading, writing and listening are equally forms of communication. Communicative Language Teaching is unbiased with regard to the four language activities. All or any of them may be presented by means of the communicative approach. Of course, the emphasis on spoken language is not new in language teaching. Audiovisual and Audiolingual methods give priority to speech as the major aim of language teaching.

A communicative technique is one, which stimulates the operation of all the essential mental processes, which are carried out in the normal use of language, and does so under conditions, which resemble those that obtain in ordinary communication. In speech, for example, this means deciding what information is to be conveyed finding a syntactically, lexically and phonologically appropriate form and uttering it spontaneously and fluently. This process is to be carried out under the pressure imposed by the need to communicate in real time and by the need to focus on the purpose of the communication rather than its form. The ability to perform is a matter of selecting accurately from the repertoire of language possessed by the individual at that stage and carrying out the complex linguistic tasks and sub-tasks involved in acute, temporal synchrony. A Communicative Language Teaching strategy is likely to be successful to the extent, it includes communicative techniques of this kind. Henry Widdowson presents his view on the communicative nature of language. In his book Teaching Language as Communication ([2]Henry Widdowson, Teaching Language as Communication 1978), Widdowson brings out the relationship between linguistic systems and their communicative values in text and discourse. He focuses on the communicative acts underlying the ability to use language for different purposes. A more recent but related analysis of communicative competence is found in Canale and Swain (1980) in which four dimensions of communicative competence are identified: grammatical competence, socio-linguistic competence, discourse competence and strategic competence. Grammatical competence refers to what Chomsky calls linguistic competence and what Hymes intends by what is "formally possible". It is the domain of grammatical and lexical capacity. Socio-linguistic competence refers to an understanding of the social context in which communication takes place, including role relationship, the shared information of the participants and the communicative purpose for their interaction. Discourse competence refers to the interpretation of individual message elements in terms of their interconnectedness and how meaning is represented in relationship to the entire discourse of text. Strategic competence refers to the coping strategies which communicators employ to initiate, terminate, maintain, repair and redirect communication. At the level of language theory communicative language teaching has a rich, if somewhat eclectic, theoretical base. Some of the characteristics of this communicative view of language are as follows:

1. Language is a system for the expression of meaning.
2. The primary function of language is for interaction and communication.
3. The structure of language reflects its functional and communicative uses.
4. The primary units of language are not merely its grammatical structural features, but categories of functional and communicative meaning as exemplified in discourse.

Language that is meaningful to the learner supports the learning process. Learning activities are consequently selected according to how well they engage the learner in meaningful and authentic language use (rather than mechanical practice of language patterns). More recent accounts of Communicative Language Teaching, however, have attempted to describe theories of language learning processes. They are compatible with the communicative approach. Savignon (1983) surveys second language acquisition research as a source for learning theories and considers the role of linguistics, social, cognitive and individual variables in language acquisition. Acquisition refers to the unconscious development of the target language system or a result of using the language for real communication. Learning is the conscious representation of grammatical knowledge that has resulted from instruction and it cannot lead to acquisition. It is acquired system that we call upon to create utterances during spontaneous language use. The learning system can serve only as monitor of the output of the acquired system. Krashen and other second language acquisition theorists stress that language learning comes about through using language communicatively, rather than through practicing language skills. Johnson (1984) and Littlewoods (1984) consider an alternative learning theory, which they regard as compatible with Communicative Language Teaching a skill learning model of learning. Littlewoods elucidates a cognitive and behavioral aspect:

The cognitive aspect involves the initialization of plans for creating behavior. For language use, these plans derive mainly from the language system they include grammatical rules, procedures for selecting vocabulary and social conventions governing speech. The behavioral aspect involves the automation of these plans so that they can be converted into fluent performance in real time. This occurs mainly through practice in converting plans into performance. The essence of Communicative Language Teaching is that it concerns itself with learners' purposes in using language purposes and uses of language are emphasized, rather than knowledge about language. Communicative competence was felt to be as important as grammatical competence, and socio-linguistic and applied linguistic discussion on the context of language use, influenced the Communicative Language Teaching paradigm in language teaching. This put the emphasis further on language meaning and its use, appropriacy and fluency, as opposed to the earlier form - focused objectives of correctness, usage and practice.

The principal aim is to promote knowledge of the language system, to develop the learner's competence by means of controlled performance. Essentially what is taught by this approach is the ability to compose correct sentences. The difficulty is that the ability to compose sentences is not the only ability we need to communicate. Communication only takes place when we make use of sentences to perform a variety of different acts of an essentially social nature. This we do not communicate by composing sentences, but by using sentences to make statements of different kinds, to describe, to record, to classify and so on, or to ask questions, make requests or give orders. At least three different theoretical views of language proficiency explicitly or implicitly inform current approaches in language teaching. The first, and the most traditional of the three is the structural view, the view that language is a system of structurally related elements for the coding of meaning. The target of language learning is seen to be the mastery of elements of this system, which are generally defined in terms of phonological units (e.g. phonemes), grammatical units (e.g. clauses, phrases, sentences), grammatical operations (e.g. adding, shifting, joining, or transforming elements), and lexical items (e.g. function words and structure words). The second view of language is the functional view, the view that language is a vehicle for the expression of functional meaning. This theory emphasizes the semantic and communicative dimension rather than merely the grammatical characteristics of language and leads to a specification and organization of language teaching content by categories of meaning and function, rather 76 than by elements of structure and grammar. Wilkins's Notional Syllabuses (1976) is an attempt to spell out the implication of this view of language for syllabus design. A notional syllabus would include not only elements of grammar and lexis but also specify the topics, notions and concepts the learner needs to communicate about. The English for specific purposes (ESP) movement likewise begins not from a structural theory of language but from a functional account of learner needs. The third view of language can be called the interactional view. It sees language as vehicle for the realization of interpersonal relations and for the performance of social transaction between individuals.

Language is seen as a tool for the creation and maintenance of social relations. Areas of inquiry being drawn on the development of interactional approaches to language teaching include interaction analysis, conversation analysis and ethno methodology. Interactional theories focus on the patterns of move acts, negotiation, and interaction found in conversational exchanges. Language teaching; content, according to this view, may be specified and organized by patterns of exchange and interaction or may be left unspecified, to be shaped by the inclinations of learners as inter actors. A learning theory responds to two questions: (a) what are the psycholinguistic and cognitive processes in language learning? (b) What are the conditions that need to be met in order for these learning processes to be activated? Learning theories associated with a method at the level of approach may emphasize either one or both of these dimensions. Process-oriented theories build on learning process, such as habit formation, induction, inferencing, hypothesis testing and generalization. Condition-oriented theories emphasize the nature of the human and physical context in which language learning takes place. Stephen D. Krashen's monitor model of second language development ([3]Stephen D, second language development,1981) is an example of learning theory on which a method has been built. Monitor theory addresses both the process and condition dimension of learning. At the level of process, Krashen distinguishes between acquisition and learning. Acquisition refers to the natural assimilation of language rules through using language for communication. Language refers to the formal study of language rules and is a conscious process.

Learners should always be learning to do something. Every lesson should end with the learner being able to see clearly that he is doing something. The focus is on relevance for the learner, where learning is seen to a purposeful end. Purpose or needs are thus important. This is what Communicative Language Teaching claims. There is also an emphasis on lying down clear communicative activities in teaching, as

well as the need to focus on language skills. The communicative approaches however, called this a synthetic procedure, which involved the learning of forms, rather than of ways and methods of communication. The processes are as important as their forms what Morrow implies here is the need for practising communication in the classroom. There should be some exercises by which students explore their ideas according to the given situations. It is also necessary to choose not only the ideas but also be the linguistic form for their expression. Controlled exercises and pattern drills do not allow students to practise this skill of making appropriate choices. If language is used for real purposes, the interactional element is of prime importance. Communicative Language Teaching emphasizes all the four skills - listening, speaking, reading and writing, but listening and speaking have special place in Communicative Language Teaching. Communicative competence has special importance more than linguistic competence in Communicative Language Teaching.

Literature:

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Kommunikativ dilin tədrisi
Xülasə

İnsanlar "dildə ünsiyyət" mövzusunda danışanda, onlar dialektik qarşılıqlı əlaqədə olmağı düşünürlər, lakin linqvistik kommunikasiya danışandan dinləyənə mesajların ötürülməsidirsə, oxu, yazı və dinləmə eyni dərəcədə ünsiyyət formalarıdır. Kommunikativ Dil Tədrisi dörd dil fəaliyyətinə münasibətdə qərəzsizdir. Onlardan hamısı və ya hər hansı biri kommunikativ yanaşma vasitəsi ilə təqdim edilə bilər. Əlbəttə ki, danışıq dilində vurğu dil tədrisində yeni deyil. Audio-vizual və audiolinqual metodlara dilin tədrisinin əsas məqsədi kimi üstünlük verilir və hər ikisi də dilin danışıq formasının əldə edilməsinə və bununla da şifahi üsul kimi təyin olunmasına dair fikirləri ifadə edir. Bu məqsədə çatmaq üçün ümumi bir yanaşma ünsiyyətli tədris strategiyası ola bilər. Kommunikativ Dil Tədrisi dörd dil bacarığı - dinləmə, danışıq, oxu və yazını əhatə edir, lakin dinləmə və danışıq ünsiyyət dili tədrisində xüsusi yer tutur.

Обучение коммуникативному языку
Резюме

Когда люди говорят об «общении на языке», они склонны думать об участии в разговорном взаимодействии. Но, если лингвистическое общение - это передача сообщений от производителя получателю, то чтение, письмо и слушание являются одинаковыми формами общения. Преподавание коммуникативного языка беспристрастно в отношении четырех языковых мероприятий. Все или любые из них могут быть представлены с помощью коммуникативного подхода. Конечно, акцент на разговорном языке не нов в преподавании языка. Аудиовизуальные и аудиолингвистические методы отдают предпочтенье речи в качестве основной цели преподавания языка и воплощают убеждение в том, что разговорная форма языка должна быть приобретена до того, как она будет написана, поэтому их обозначают как устный метод. Общий подход, направленный на достижение этой цели, можно назвать коммуникативной стратегией обучения.

Rəyçi: f.f.d. dos.S.Əliyeva