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XIII Халықаралық ғылыми конференциясы

СБОРНИК МАТЕРИАЛОВ

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Астана

    Жинаққа студенттердің, магистранттардың, докторанттардың және жас ғалымдардың жаратылыстану-техникалық және гуманитарлық ғылымдардың өзекті мәселелері бойынша баяндамалары енгізілген.

    The proceedings are the papers of students, undergraduates, doctoral students and young researchers on topical issues of natural and technical sciences and humanities.

    В сборник вошли доклады студентов, магистрантов, докторантов и молодых ученых по актуальным вопросам естественно-технических и гуманитарных наук.

Although teaching slang in a formal classroom setting may seem inappropriate, there is no doubt that it is an important exercise. The slang is everywhere in the English language and is used in all contexts. Considering many students find learning slang entertaining, it is an effective way to get the classroom eager to learn English.

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METHODS OF TEACHING COMMUNICATIVE APPROACH

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Introduction
Within the last quarter century, communicative language teaching (CLT) has been put forth around the world as the "new," or "innovative," way to teach English as a second or foreign language. The CLT class focus on creating a student-centered environment rather than teacher-centered environment, thus it requires the role of teachers to shift to class-supporter instead of class-dominator like in the past. Furthermore, since the CLT activities and syllabus contents needs designing based on the "real world" information to help student develop their practical and socially-accepted communicative language, the teachers also have to be a researcher and leaner to regularly update real data for their syllabus content.

This paper looks at the phenomenon of communicative language teaching, which specified into what CLT is; how and why it developed; and how CLT has been interpreted and implemented in various contexts. Keeping in mind the needs and goals of learners and the traditions of classroom teaching, this paper is discussing what some ways are for teachers to shape a more communicative approach to English language teaching (ELT) in the context of their own situation.

2 Understanding Communicative Language Teaching
Communication was understood in terms or four language skills: listening, speaking, reading, and writing, when American structural linguistics and behaviorist psychology were the prevailing influences in language teaching methods and materials. These skill categories were widely accepted and provided a ready-made framework for methods manuals, learner course materials, and teacher education programs. Speaking and writing were collectively described as active skills, reading and listening as passive skills.

Today, listeners and readers no longer are regarded as passive. They are seen as active

participants in the negotiation of meaning. The skills needed to engage in speaking and writing activities were described subsequently as productive, whereas listening and reading skills were said to be receptive. While certainly an improvement over the earlier active/passive representation, the terms "productive" and "receptive" fall short of capturing the interactive nature of communication. Furthermore, the communicative competence needed for participation includes not only grammatical competence, but pragmatic competence.

The inadequacy of a four-skill model of language use is now recognized. And the shortcomings of audio-lingual methodology are widely acknowledged. There is general acceptance of the complexity and interrelatedness of skills in both written and oral communication and of the need for learners to have the experience of communication, to participate in the negotiation of meaning.

Communicative competence as measured in terms of fluency, comprehensibility, effort, and amount of communication in unrehearsed oral communicative tasks significantly surpassed that of learners who had had no such practice. Learner reactions to the test formats lent further support to the view that even beginners respond well to activities that let them focus on meaning as opposed to formal features.

CLT thus can be seen to derive from a multidisciplinary perspective that includes, at a minimum, linguistics, psychology, philosophy, sociology, and educational research. Its focus has been the elaboration and implementation of programs and methodologies that promote the development of functional language ability through learner participation in communicative events. Central to CLT is the understanding of language learning as both an educational and a political issue. Language teaching is inextricably tied to language policy. Viewed from a multicultural intra-national as well as international perspective, diverse sociopolitical context mandate not only a diverse set of language learning goals, but a diverse set of teaching strategies. Program design and implementation depend on negotiation between policy makers, linguistic researchers, and teachers. And evaluation of program success requires a similar collaborative effort.

3 Four Components in Communicative Competence

The classroom model shows the hypothetical integration of four components that have been advanced as comprising communicative competence. It shows how, through contexts, learners gradually expand their communicative competence, consisting of grammatical competence, discourse competence, sociocultural competence, and strategic competence.
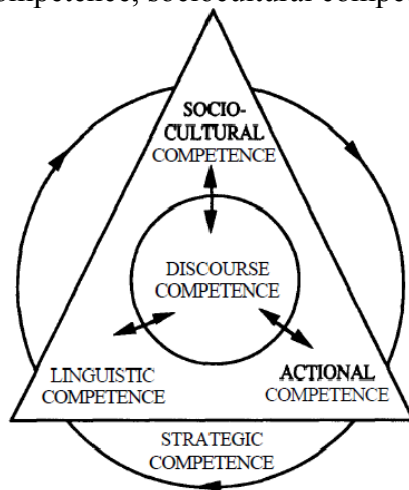

Figure 1 Components of Communicative Competence

Although the relative importance of components depends on the overall level of communicative competence, each one is essential. Moreover, all components are interrelated. They cannot be developed or measured in isolation and one cannot go from one component to the other as one strings beads to make a necklace.

Grammatical competence refers to sentence-level grammatical forms, the ability to recognize

the lexical, morphological, syntactic, and phonological feature of a language and to make use of these features to interpret and form words and sentences.

Discourse competence is concerned not with isolated words or phrases but with the interconnectedness of a series of utterances to form a text, a meaningful whole. Identification of isolated sounds or words contributes to interpretation of the overall meaning of the text. On the other hand, understanding of the theme or purpose of the text helps in the interpretation of isolated sounds or words.

Socio-cultural competence extends well beyond linguistic forms and is an interdisciplinary field of inquiry having to do with the social rules of language use.

The person who knows a language perfectly and uses it appropriately in all social interactions exists in theory only. Communicative competence is always relative. By definition, CLT puts the focus on the learner. Learner communicative needs provide a framework for elaborating program goals in terms of functional competence. This implies global, qualitative evaluation of learner achievement as opposed to quantitative assessment of discrete linguistic features. Controversy over appropriate language testing measures persists, and many a curricular innovation has been undone by failure to make corresponding changes in evaluation.

4 Conclusions

The principles of CLT apply equally to reading and writing activities that involve readers and writers engaged in the interpretation, expression, and negotiation of meaning: the goals of CLT depend on learner needs in a given context. CLT does not require small-group or pair work; group tasks have been found helpful in many contexts as a way of providing increased opportunity and motivation for communication. However, classroom group or pair work should not be considered an essential feature and may well be inappropriate in some contexts. The essence of CLT is the engagement of learners in communication in order to allow them to develop their communicative competence. Terms sometimes used to refer to features of CLT include process oriented, task-based, and inductive, or discovery oriented. In as much as strict adherence to a given text is not likely to be true to its processes and goals, CLT cannot found in any one textbook or set of curricular materials. In keeping with the notion of context of situation, CLT is properly seen as an approach or theory of intercultural communicative competence to be used in developing materials and methods appropriate to given context of learning. Contexts change. A world of carriages and petticoats evolves into one of genomes and cyberspace. No less than the means and norms of communication they are designed to reflect, communicative teaching methods designed to enhance the interpretation, expression, and negotiation of meaning will continue to be explored and adapted.

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