

# IMPORTANCE OF COMMUNICATION IN LANGUAGE TEACHING

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**Abstract:** Teaching a foreign language is a difficult process because learners of a foreign language should consider the cultural differences between the native language and the target language. Foreign language teachers should try to find new ways to teach it effectively. So every teacher knows that there is no best method to teach because day by day new contributions are being made. Thus, especially, a foreign language teacher has to know and use at least one or more methods in language teaching.

**Key Words:** Language Teaching, Theory of Learning, Learning and Teaching Activities, Communicative Language Teaching.

## I. Introduction

Anybody can learn a language but can't teach it. Because teaching is a type of an art and teacher is an artist. If you want to be a good teacher, you should be a good artist.

Educational system in Turkey produced more passive, anxious, shy, introvert type of students, because many students feel themselves inadequate when required to do something in the target language because they are the products of the same traditional system.

Unfortunately, teachers in Turkey don't have enough information about methodology. So, especially in foreign language teaching, teachers have met lots of problems and lack of teaching skills.

The language teaching materials that are referred to functional, national or communicative ways are often interpreted as signalling the death of grammatical mastery and a primary goal of language teaching. This interpretation has led to opposing reactions. Those teachers who felt bored or uncomfortable with the teaching of structure have embraced the functional approach because of its emphasis on "conversation", while those with a strong grammatical orientation have rejected it because they believe that functional syllabi have replaced structural sequencing with an arbitrary assortment of conversational or situational topics which, they fear, will never lead to competence in the language. Both groups misunderstood the organization and intent of the functional approach.

The functional approach does not deny the importance of mastering the grammatical system of the language, nor does it abandon a systematic development of structural mastery in the presentation of materials. However, a concern with the communicative purpose of language has caused a re-evaluation of traditional linguistic priorities, reviving interest in discourse analysis and semantics.

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## II. Teaching Strategies

The teaching methodology of the functional approach is still evolving.<sup>1</sup> However, one looks at any of the new functionally based textbooks reveals the philosophy behind the design and the direction the teaching strategies are taking. Most of the general texts include the communicative functions presented in *The Threshold Level*<sup>2</sup> which is a proposal for a united list of communicative acts any learner of any foreign language should be able to perform to be considered competent in that language. The order of presentation, as well as the way in which these acts are carried out, varies according to the particular group of students the text is designed for.

Most teaching methods associated with structural syllabi are based on the concept of language acquisition as habit formation, which must be reinforced by the instructor by means of controlled repetition and manipulation. The learning is often what Stevick terms “reflective” or “echoic”<sup>3</sup>. Both the lessons and the materials are teacher-centered. They are based on teacher presentation of structures in a meaningful context (often dialogue or narrative) and then they move to teacher-controlled practice in the form of exercise or drill. The teacher then slowly loosens these controls as the student becomes able to use the structure without making mistakes. A student’s understanding of the structure often depends on the adequacy of the teacher’s presentation. Teacher control, in moving from reflective to free stages, is the key to student mastery of structure being taught. The teacher is the “knower” and the students learn to say what the teacher has placed in their heads rather than what they, as intelligent human beings, wish to express.

## III. Communicative Language Teaching

The origins of Communicative Language Teaching are to be found in the changes in the British language teaching tradition dating from the late 1960s. Until then, Situational Language Teaching represented the major British approach to teaching English as a foreign language. In Situational Language Teaching, language was taught by practicing basic structures in meaningful situation-based activities. Audiolingualism was rejected in the United States in the mid 1960s. British applied linguists began to call into question theoretical assumptions underlying situational language teaching.

By the end of 1960s, it was clear that the situational approach had run its course. There was no future in continuing to pursue the chimera of predicting language on the basis of situational events. What was required was a closer study of the language itself and return to the traditional content that utterances carried

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<sup>1</sup> Wilkins, D.A. Approaches to syllabus design: Communicative, Functional or National. Oxford University Press, Oxford, 1978.

<sup>2</sup> Van Ek, J.A. *The Threshold Level: The Communicative Approach in Language Teaching*. Oxford University Press, Oxford, 1979.

<sup>3</sup> Stevick, Earl. *Memory, meaning and method*. Newbury House Publishers, Massachusetts, 1979.

meaning in themselves and expressed the meanings and intentions of the speakers and writers who created them.<sup>4</sup>

This was partly a response to the sorts of criticisms the prominent American linguist Noam Chomsky had levelled at structural linguistic theory in his classic book *Syntactic Structures*. Chomsky had demonstrated that the current standard structural theories of language were incapable of accounting for the fundamental characteristic of language—the creativity and uniqueness of individual sentences. British applied linguists emphasized another fundamental dimension of language that was inadequately addressed in current approaches to language teaching at that time, the functional and communicative potential of language. They saw the need to focus on communicative proficiency rather than on mere mastery of structures in language teaching.

In 1971, a group of experts began to investigate the possibility of developing language courses on a unit-credit system, a system in which learning tasks are broken down into portions or units, each of which corresponds to a component of a learner's needs and is systematically related to all the other portions. The group used studies of the needs of European language learners, and in particular a preliminary document prepared by a British linguist, D.A. Wilkins which proposed a functional or communicative definition of language that could serve as a basis for developing communicative syllabuses for language teaching.<sup>5</sup> The work of the Council of Europe; the writings of Wilkins, Widowson, Candling, Christopher Brumfit, Keith Johnson and other British applied linguists on the theoretical basis for a communicative or functional approach to language teaching; the rapid application of these new principles by British language teaching specialists, curriculum development centres and even governments gave prominence nationally to what came to be referred to as the Communicative Approach or simply Communicative Language Teaching.

For some, Communicative Language Teaching means little more than an integration of grammatical and functional teaching. Littlewood states, "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."<sup>6</sup>

Howatt distinguishes between a strong and a weak version of Communicative Language Teaching. There is, in a sense, a strong version of the communicative approach and a weak version. The weak version which has become more or less standard practice in the last ten years, stresses the importance of providing learners with opportunities to use their English for communicative purposes and, characteristically, attempt to integrate such activities into a wider program of language teaching. The strong version of communicative teaching, on

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<sup>4</sup> Howatt, A.P.R. *A History of English Language Teaching*. Oxford University Press, Oxford, 1984.

<sup>5</sup> Wilkins, D.A. *Notional Syllabuses-A Taxonomy and Its Relevance to Foreign Language Curriculum Development*. Oxford University Press, Oxford, UK., 1979.

<sup>6</sup> Littlewood W. *Communicative Language Teaching*. Cambridge University Press, Cambridge, 1981.

the other hand, advances the claim the foreign language, but of stimulating the development of the language system itself. If the former could be described as learning to use English, the latter entails “using English to learn it”.<sup>7</sup>

Common to all versions of Communicative Language Teaching, however, is a theory of language teaching that starts from a communicative model of language and language use, and that seeks to translate this into a design for an instructional system, for materials, for teachers and learner roles and behaviours and for classroom activities and techniques.

#### **IV. The Origin of The Communicative Approach**

The communicative approach could be said to be the product of educators and linguists who had grown dissatisfied with the Audio-lingual and Grammar Translation Methods of foreign language instruction. They felt that students were not learning enough realistic, whole language. They did not know how to communicate using appropriate social language, gestures or expressions, in brief; they were at a loss to communicate in the culture of the language studied. Interest in and development of communicative-style teaching mushroomed in the 1970s; authentic language use and classroom exchanges where students engage in real communication with one another became quite popular. In the intervening years, the Communicative Approach has been adapted to the elementary, middle secondary and post-secondary levels, and the underlying philosophy has spawned different teaching methods known under a variety of names, including national-functional, teaching for proficiency based instruction and Communicative Language Teaching.

#### **V. Approach**

The theory of Communicative Approach was derived from the definition of language as a means of communication. Language as a means of communication is believed to be closely linked with communicative competence. Many linguists claimed that this was a kind of philosophy rather than a method.

When language and its use for communication come into discussion a distinction between language and language function, in other words “language usage” and “language use” appears.

All language drills are aimed at practising language forms and are usually replied in the same way so it cannot be said that a real communication occurs in a drill process. Communication should have an identical purpose. Speakers should provide necessary feedback for the listener to be able to get an appropriate answer. Otherwise, there will be no real communication if learners cannot be provided with necessary feedback.

To understand better how the communication chain works, it should be looked at the communication model offered by Corroll. This model is used in the process of communication and it should be taken into consideration for the insights it provides into the psychology of human learning.

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<sup>7</sup> Howatt, A.P.R. A History of English Language Teaching. Oxford University Press, Oxford, 1984.

**A. Inventive Encoding Decoding Interpretive:**

behaviour of → behaviour of → message → behaviour of → behaviour of  
speaker speaker hearer hearer

This chain begins to work if the speaker utters anything in the target language. This message is transmitted to the hearer. The hearer decodes the message and the comprehended message usually depends on the intension of the speaker.

**B. Some principles lying behind this theory:**

- **The Acquisition Learning Hypothesis:** It makes clear how a theory turns into practise. This theory claims that there is a clear distinction between acquisition and learning.

- **The Monitor Hypothesis:** It is believed that errors are detrimental to meaning, but in the acquisition process, monitors use is limited because acquisition can only take place in natural environment. The main thing is to learn how to master basic language rules effectively through comprehensible input.

- **The Natural Order Hypothesis:** The main principle lying behind this theory is that; the language teacher should allow the language courses to take place in natural orders in a grammatical knowledge is acquired through time.

- **The Input Hypothesis:** This theory is believed to refer to acquisition rather than learning. The main principle is to pick up comprehensible input.

- **The Affective Filter Hypothesis:** As the acquisition rate of each learner will be different, it is possible to decrease the anxiety of the students, in other words, it is possible to lower the affective filter.

**VI. The Major Principles of the Communicative Approach**

1. No matter when possible, authentic language should be introduced language as it is used in a real context.
2. The ability of figuring out the intentions of speaker or writer is part of being communicatively component.
3. The barged language is not just the object of study but it is a tool for classroom communication.
4. A function can have many various linguistic forms. A variety of linguistic forms are presented together as the focus of the course is a real language use.
5. At the discourse level, students should work with language. They must be taught about cohesion and coherence, those properties of language which unit the sentences together.
6. The teacher should give a chance to his/her students to express their ideas and opinions.
7. Students' management is determined as much by their fluency as it is by their precision. The fore errors are allowed and seen as a natural result of the development of communication skills.

8. One of the most important responsibilities of the teacher is to organize situations likely to start communication.
9. Communicative interaction gives support to cooperative relationship among students. It gives students chance of working on negotiating meaning.
10. One of the important parts of communicative competence is learning to use language forms appropriately.
11. During the communicative activities, the teacher acts as an advisor.
12. A speaker has a select of how to say it not merely about what to say.
13. The students learn the grammar and vocabulary following from the function, situational context and the roles of the joiners.
14. Students should be given opportunities to develop strategies for interpreting language as it is actually based by native speakers.<sup>8</sup>

### **VII. Types of Learning and Teaching Activities**

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. 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 achieves it by showing out of focus slides which the students attempt to identify. Byrne provides incomplete plans and diagrams which students have to complete by asking for information. Alright 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 Sturtidge 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.<sup>9</sup>

Littlewood distinguishes between functional communication activities and social interaction activities as major activity types in Communicative Language Teaching.<sup>10</sup> Functional communication activities include such tasks as learner comparing sets of pictures and noting similarities and differences; working out a likely sequence of events in a set of pictures; discovering missing features in a map or picture; one learner communicating behind a screen to another learner and giving instructions on how to draw a picture or shape, or how to complete a map; following directions; and solving problems from shared clues. Social interaction

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<sup>8</sup> Littlewood W. *Communicative Language Teaching*. Cambridge University Press, Cambridge, 1981.

<sup>9</sup> Johnson, K. *The Communicative Approach to Language Teaching*. Oxford University Press, Oxford, 1979.

<sup>10</sup> Littlewood W. *Communicative Language Teaching*. Cambridge University Press, Cambridge, 1981.

activities include conversation and discussion sessions, dialogues and role plays, simulations, skits, improvisations, and debates.

### **VIII. The Roles of Teachers and Learners**

#### **A. Teachers' Roles**

Several roles are assumed for teachers in Communicative Language Teaching, the importance of particular roles being determined by the view of Communicative Language Teaching adopted.

The teacher has two main roles. The first role is to facilitate the communication process between all participants in the classroom, and between these participants and the various activities and texts. The second role is to act as an independent participant within the learning-teaching group so the latter role is closely related to the adjectives of the first role and arises from it. These roles imply a set of secondary roles for the teacher; first as an organizer of resources and as a resource himself/herself, second as a guide within the classroom procedures and activities. A third role for the teacher is that of researcher and learner, with much to contribute in terms of appropriate knowledge and abilities, actual and observed experience of the nature of learning and organizational capacities.

Other roles assumed for teacher are needs analyst, counsellor and group process manager.<sup>11</sup>

##### **1. Needs Analyst**

The Communicative Language Teaching teacher assumes a responsibility for determining and responding to learner language needs. In other words, a teacher, adapted to Communicative Language Teaching Method while teaching a foreign language, has to organize all the classroom activities according to the learner needs. Besides learner needs, the teacher should also consider the learner's questionnaire, prepared to be given to the students at the very beginning of a language course, may help the teacher to learn why the students are studying languages. The questionnaire might begin with a sentence in the following:

"I want to learn that language because ... "

This may be done informally and personally through such issues as the student's perceptions of his or her learning style, learning assets, and learning goals. Typically, such formal assessments contain items that attempt to determine an individual's motivation for studying the language. For example, students might respond on a 5-point scale (strongly agree to strongly disagree) to statements like the following:

I want to study English because ...

- 1.** I think it will some day be useful in getting a good job.
- 2.** It will be help me better to understand English speaking people and their way of life.

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<sup>11</sup> Rogers, C.R. Freedom to Learn. Columbus, Ohio: Charles E. Merrill Pub. Co. 1969.

3. One needs a good knowledge of English to gain other people's respect.
4. It will allow me to meet and converse with interesting people.
5. I need it for my job.
6. It will enable me to think and behave like English speaking people.

The results will help the teacher to organize all classroom activities in the direction of the needs motivations and interests of learners as group or individual work while increasing the participation in the classroom.

## 2. Counsellor

Another role assumed by several Communicative Language Teaching approaches is that of counsellor, similar to the way this role is defined in community language learning. This role requires teachers to be in the role of an adviser while giving information about speaker's and learner's intentions.

Teachers should not be conditioned to manage all the classroom activities on their own. If required, they can give the necessary feedback in the very beginning of the lesson.

As far as new aspects of the language learning process are taken into consideration, the role of the teacher will change a great deal.

## 3. Group Process Manager

Communicative Language Teaching procedures often require teachers to acquire less teacher-centred classroom management skills. It is the teacher's responsibility to organize the classroom as a setting for communication and communicative activities. Guidelines for classroom practice<sup>12</sup> suggest that during an activity the teacher monitors, encourages, and suppresses the inclination to supply gaps in lexis, grammar, and strategy but notes such gaps for later commentary and communicative practice. At the conclusion of group activities, the teacher leads in the debriefing of the activity, pointing out alternatives and extensions and assisting groups in self-correction discursion. Some critics have pointed out, however, that non-native teachers may feel less than comfortable about such procedures without special training.

### ***B. Learners' Roles***

In Communicative Language Teaching, learners are expected to act completely different from those who are being taught according to the traditional way of teaching methodologies, in other words, students role is emphasized over teacher's role. The emphasis in Communicative Language Teaching on the process of communication, rather than mastery of language forms, leads to different roles for learners and those found in more traditional second language classrooms. Candlin

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<sup>12</sup> Finocchiaro, M., and Brumfit C. *The Functional National Approach: From Theory to Practice*. Oxford University Press, New York, 1983.



describes the learner's role within Communicative Language Teaching in the following terms:

The role of learner as negotiator-between the self the learning process and the object of learning-emerges from and interacts with the role of joint negotiator within the group and within the classroom procedures and activities which the group undertakes. The implication for the learner is that he should contribute as much as he gains and thereby learn in an interdependent way.<sup>13</sup>

There is thus an acknowledgment, in some accounts of Communicative Language Teaching that learners bring preconceptions of what teaching should be like. These constitute a "set" for learning, which when unrealized can lead to learner confusion and resentment. Often there is no text, grammar rules are not expected to interact primarily with each other rather than with the teacher and correction of errors may be absent or infrequent. The cooperative approach to learning stressed in Communicative Language Teaching may likewise be unfamiliar to learn to see that failed communication is a joint responsibility and not the fault of speaker or listener. Similarly successful communication is an accomplishment jointly achieved and acknowledged.

### **IX. How Do The Roles Of The Teacher And Student Change In Communicative Language Teaching?**

Teachers in communicative classroom will find themselves talking less and listening more becoming active facilitators of their student's learning. The teacher sets up the exercise, but because the students' performance is the goal, the teacher must step back and observe, sometimes acting as referee or monitor. A classroom during a communicative activity is far from quiet, however. The students do most of the speaking, and frequently the scene of a classroom during a communicative exercise is active with students leaving their seats to complete a task. Because of the increased responsibility to participate, students may find they gain confidence in using the target language in general. Students are more responsible managers of their own learning.<sup>14</sup>

### **X. Techniques and Materials in Communicative Language Teaching**

#### **A. Scrambled Sentences**

The teacher gives a text in which the sentences are in a scrambled order. This text may be seen before or they have worked with before. The sentences are restored to their original order as they are told to unscramble the sentences. This kind of exercise gives information the students about the cohesion and coherence properties are bound together through formal devices of linguistic such as anaphoric pronouns, which make a text cohesive and semantic propositions, which unite a text

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<sup>13</sup> Candlin, C.N. *Communicative Language Teaching and the Dept to Pragmatics*. Georgetown University Press, Washington D.C., 1976.

<sup>14</sup> Larsen, Diana. *Techniques and Principles in Language Teaching*. Oxford University Press, Oxford, 1986.

and make it coherent. Also, student might be asked to put the pictures of a picture in order strip story and write lines to go with the pictures at the some time.

### **B. Games**

In the communication Language Teaching games are used often. They are found enjoyable by the students and they give students very useful communicative practice if they are designed in a correct manner. Games have three characteristics of communication; information gap, chaise and feedback.

By the use of games an English teacher can apply different techniques, such as true and false, story telling, word psychology and etc. The teacher should use the best one from the others for the maximum benefit. In fact, games require little or no preparation, they are easy to play and short enough to occupy, a convenient space in the conversation program and also they entertain the students.

### **C. Realia**

Many proponents of Communicative Language Teaching have advocated the use of “authentic”, “from-life” materials in the classroom. These might include language-based realia, such as signs, magazines, advertisements and newspapers or graphic and visual source around which communicative activities can be built, such as maps, pictures, symbols, graphs and charts. Different kinds of objects can be used to support communicative exercises, such as a plastic model to assemble from directions.<sup>15</sup>

### **D. Problem Solving Activities**

As a communicative technique an example of using a problem solving task was described as problem-solving task generally consist the three characteristics of communication so their tasks work well in the Communicative Language Teaching. Students share information or work together to arrive at a solution if they can be structured, what’s more. In negotiating meaning this gives students practice.

#### **1. Plays**

Plays are one of the role-play activities. In the case of plays, the activity that comes to mind first all is acting. Having the students act out a play, or at least part of it, is a most fruitful experience, it is an amusing activity so that the students enjoyed this activity enormously and participated in a very lively way.

Plays are acted in front of the classroom. The teacher brings a kind of play and distributes the text of play to students. A student is assigned the part of the character to appear first. He or she is sent in front of the class and told to act out his/her role from memory. Then the teacher assigns more roles by whispering into the students’ ears and sends these characters on stage in order of their appearance in the play. The activity then keeps going without any direct interference from the

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<sup>15</sup> Rogers, C. *Freedom to learn for the 80's*. Columbus, Ohio: Charles E. Merrill Publishing Company. 1983.

teacher. The students act according to their roles and thus know more or less what to say along the line of the events in the play. All the teacher has to do is to send in new characters or to exchange those in action by choosing a replacement from among the audience.

In conclusion, there is an inner circle of students who are engaged in solving a linguistic task without any direct interference from the teacher. The students in the outer circle can replace or relieve the participants in the inner circle either at the request of the teacher or out of their own free will. It seems clear that this kind of activity can be developed even further and applied to other areas in the teaching of English language and literature.

#### ***E. Community-Oriented Tasks***

Community-oriented tasks are based on the real communicative practice outside the classroom. This practice enables learners to interact with the native speakers of the language that is being taught outside the classroom through their acquired information.

#### ***F. Social Formulas and Dialogues***

This technique includes greetings, introductions, and refusals. A short conversation between two people or more presented as a language model—the dialogue often receives top billing in the manipulative phase of language learning. Dialogues provide students with a minimal amount of control and can be used to highlight effective conversational strategies which must be employed in improvisations, interviews and group and panel discussions. Dialogues can be made interesting in several ways. One way is for the teacher to prepare one-sided dialogues.

#### ***G. Group Projects***

Projects involving hobbies, craft, physical exercise, sports and civic services are extremely fruitful for English conversation groups, provided that any English is spoken during a given activity. When the teachers design different kinds of project work, they try to bear in mind that the students need to use the language as effectively as possible so as to communicate something to one another.

Both pair and group work allow students to use language in a practical way. Through group work the students participate actively in discussions, sharing opinions, agreeing and disagreeing with each other, or simply stimulating real-life situations. Besides, the students have more opportunities to talk. Group work is one of the most important activities in the communicative approach; that is why it is perhaps the best way to do these kinds of projects. There are several reasons why group work is useful and effective.

- The students become independent from the teacher.
- Social interaction occurs and effective learning is increased.
- The students exploit their language resources to the utmost.
- The students remember much better things that they do and learn on their own.

Regardless of the type project, the teacher should become a participant, a coordinator when necessary, someone who, from middle distance, evaluates and checks the language used in the activity. Project work demands enthusiasm on the part of the teacher, not only for the syllabus in which projects work is included, but also for the students. Project work also requires careful planning and the ability to create a learning situation that will ensure a constant supply of stimuli to the learners, which will keep them active.

A file of simple pictures is invaluable. With picture strip stories many activities can be done. Some criteria to be made the pictures effective for class use include the following. They should be<sup>16</sup>

- Large enough to be seen from all parts of the room.
- Clear and simple in design.
- Without captions so that they can be used for diverse purposes.
- Both in black and white and in colour for practice in more advanced units.

- There should be more than one picture of each concept: person, animal or thing in different situations for the reasons mentioned below on this page. The pictures should be kept in categories related to the cyclical topics. A box of flash cards corresponding to the name of each item (person, thing or animal) in the pictures should be available in order that young beginners, adult illiterates, functional illiterates or students who need to be given individualized instruction can match the picture and the associated word. For teacher use, the back of the picture may contain an indication of the subject to avoid turning the pictures when engaging in contextual substitution, replacement or other drills.

- Where feasible, there could be two picture files: one with pictures related to the lives and experiences of learners in their native land; one with pictures related to the target country.

#### ***H. Authentic Materials***

Communicative Language Teaching supports the use of authentic language materials. The teacher uses a copy of a true newspaper article. In addition, he/she decides the students' homework, requiring they listen to live radio or television broadcast. Of course, these are doing in a high intermediate level of proficiency. Authentic language materials may not be used with lower proficiency for students in the target language it is not important that the materials be realistic as it is that they be used authentically.

For the use of authentic materials with a lower class the other possibility is to use realia about which a lot of dispute could be generated. The target language's menus are an example; timetables are another.

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<sup>16</sup> Brumfit, C. From Defining to Designing: Communicative Specifications Versus Communicative Methodology in Foreign Language Teaching. Oxford University Press, Oxford, 1980.

## **XI. Comparing and Discussing All the Methods**

In this chapter, Communicative Language Teaching and the other methods will be discussed.

Partly, language teaching methods have responded to changing demands on language education resulting from social, economic, political or educational circumstances.

The Grammar-Translation Method matched educational beliefs affecting schooling in the nineteenth century. The direct method, evolved in a period of European political and commercial expansion and of increasing trade and travel through the development of railways.

The Audio-Lingual Method developed in the period of rising nation states in the third world that followed World War II. The silent way was seriously challenged in the early 1960s. The origins of Communicative Language Teaching are to be found in the changes in the British language teaching tradition dating from the late 1960s. Community Language Learning developed by Charles A. Curran, who was a specialist in counselling and a professor of psychology at Loyola University, Chicago. Suggestopedia was developed by the Bulgarian psychiatrist-educator Georgi Lozanov in 1978. Later, the methods have resulted from changes in language theories and in new psychological perspectives on language learning. The Grammar-Translation Method's basic purpose is to improve student's ability of reading literature written in the target language. The Direct Method intends that students learn how to communicate in the target language. The Direct Method has antecedent in association's psychology and in the language sciences of the nineteenth century. The Audio-Lingual has sought to find a basis in linguistics and psychology. In the Grammar-Translation Method, the teacher is the authority in the classroom. The students are passive. They do as the teacher says and they can learn what he the teacher knows. But in The Direct Method, the student role is less passive than the Grammar-Translation Method. The teacher and the students are more like partners in the teaching/learning process. As the students are passive in the Grammar-Translation Method, their learning language will be unhealthy and fairly. In the Audio-Lingual Method, the teacher is directing and controlling the language behaviour of students. Students are imitators of the teacher's model. In the Silent Way, the teacher is like a technician or engineer. In the Suggestopedia, the teacher is the authority as in the Grammar-Translation Method but the students are not as passive as in the Grammar-Translation Method. Apart from these, in the Grammar-Translation Method, students are taught to translate from one language to another. Vice Versa, in the Direct Method, teacher never translates target language word or phrases into the students' native language. In the Grammar-Translation Method, students study grammar deductively. In the Direct Method, grammar is taught inductively. In the Grammar-Translation Method, students memorize native language equivalents for foreign language. In the Direct Method, students practise vocabulary by using new words in complete sentences. In the Audio-Lingual Method, grammar is taught inductively as in the Direct Method. In the Audio-Lingual Method, new vocabulary and structures are presented through dialogues. In the Suggestopedia, dialogues are used as in the Audio-Lingual Method and

translation has students done in the native language as in the Grammar-Translation Method.

On the other hand, in the Grammar-Translation Method, learners' interaction between themselves is little. Most of the interaction is from the teacher to the students. In the Direct Method, interaction goes both ways, from the teacher to the student. Interaction is the same as the Direct Method but most of the interaction is between the teacher and the students as in the Grammar-Translation Method. In the Silent Way, the teacher is silent, for much of the student-teacher interaction. In the Suggestopedia, students interact with each other directed by the teacher from the beginning in various activities. In the Community Language Learning, student-teacher interaction changes within the lesson and over time. In this method, the teacher interacts with the whole group of students and with individual students. Basically, the interactions are characterized by the teacher. Students perform the action together. They can learn by watching each other. In the Communicative Language Teaching, teacher is the initiator of the activities, sometimes he/she is a co-communicator, but frequently he/she establishes situations that provide communication between and among the students. According to the Communicative Language Teaching, students will be more motivated to study a foreign language since they will feel they are learning to do something useful with the language they study.

## **XII. Conclusion**

Communicative Language Teaching is best considered an approach rather than method. Although a reasonable degree of theoretical consistency can be discerned at the levels of language and learning theory, at the levels of design and procedure there is much greater room for individual interpretation and variation than most methods permit. It could be that one version among the various proposals for syllabus models, exercise types and classroom activities may gain wider approval in the future, giving Communicative Language Teaching a status similar to other teaching methods. On the other hand divergent interpretations might lead to homogeneous subgroups.<sup>17</sup>

In the Communicative Language Teaching, there is an idea of being able to use the language suitable to a given social context. It means to teach the students communicative competence. To do this, students have to know the linguistic forms, meanings, functions and different forms of functions. So they will choose the most suitable form, given the social context and the roles of the interlocutors. Also, they will be more responsible managers of their own learning as the teacher is less dominant in the classroom. On the other hand, through communicative activities such as games, role-plays and problem solving task, students use the language a great deal. Another advantage of the Communicative Language Teaching is the use of authentic materials gives students an opportunity to develop strategies for understanding language as it is actually used by native speakers. They learn to do

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<sup>17</sup> Richards Jack and Rodgers, Theodore. *Approaches and Methods in Language Teaching: A Description and Analysis*. Cambridge University Press, Cambridge, 1986.

something useful with the language they study. In addition, with the help of the teacher, students find a chance to express their individuality by having them share their ideas and opinion on a regular basis. This provides students “to integrate the foreign language with their own personality and to feel more emotionally secure with it”.<sup>18</sup>

So, student security is increased by the many opportunities for cooperative interactions with their teacher and fellow students. On the other side, students work with language at the discourse level. Though this level, they learn about cohesion and coherence properties of language. They learn how sentences are bound together at the substantial level. In this method, all skills work. This is very useful from the view of target language learning. As the student’s native language has no special role in the Communicative Language Teaching, the students realize that the target language is a vehicle for communication, not jilts on object to be studies. As the teacher asses their students’ fluency, they learn to speak fluently in the target language and the teacher asses his students’ performance to do this.<sup>19</sup>

**Özet:** Dil öğretimi zor bir süreçtir. Çünkü yabancı dili öğrenenler her şeyi yeni ve tuhaf bulurlar. Bu yüzden dil öğretmenleri ana dildeki ve hedef dildeki kültürel farklılıkları göz önünde bulundurmalıdırlar. Yabancı dil öğretmenleri etkili bir şekilde öğretmenin yollarını bulmalıdır. Her öğretmen bilir ki öğretmek için en iyi metod diye bir şey yoktur çünkü her geçen gün yeni metotlar eklenmektedir. Bu yüzden, özellikle yabancı dil öğretmeni dil öğretiminde en az bir veya birden fazla öğretim metodu bilmeli ve kullanmalıdır.

**Anahtar Kelimeler:** Dil öğretimi, öğrenme teorileri, öğrenme ve öğretme aktiviteleri, konuşma dili öğretimi.

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<sup>18</sup> Littlewood, W. *Communicative Language Teaching.* Cambridge University Press, Cambridge, 1986.

<sup>19</sup> Rogers, C. (1983). *Freedom to learn for the 80's.* Columbus, Ohio: Charles E. Merrill Publishing Company.

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