



**University Ziane Achour, Djelfa**

**Master Two**

**Faculty of Letters and Languages**

**Language Approaches and Teaching Methods**

**Department of Foreign Languages**

**First Term**

**English Division**

**Didactics Students**

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## **8. The Communicative Approach**

This approach has preserved quite a lot of characteristic features from both the cognitive and the natural approaches. The representatives of the Communicative Approach (CA) acknowledge that structures and vocabulary are important but they emphasize the acquisition of linguistic structures or vocabulary as well. When we communicate we use the language to accomplish some function such as arguing, persuading and promising. We carry out these functions with a social context. Before speaking about this approach we must clarify what we mean by communication.

### **Communication**

Activities that are truly communicative, according to Morrow (in Johnson and Morrow 1981) have three features: information gap, choice and feedback. An information gap exists when one person or a party, the writer or the speaker, the one who gives a written or an oral piece of information in an exchange, knows something that the other person or party, who receives it, does not. In a communicative situation the speaker has a choice of what /s/he will say and how /s/he will say it. If the sentences and structures are prescribed by the teacher, we cannot speak about the free choice of language. The receiver of the message, who is the listener or the reader, is supposed to react, to give feedback to the piece of information got from the speaker or the writer. That is the reason, why a lecture or a presentation is not a communicative activity. J.Harmer (2003) describes communicative and non-communicative activities as follows:

Non-communicative activities	Communicative activities
no communicative desire	a desire to communicate
no communicative purpose	a communicative purpose
form not content	content not form
one language item only	variety of language
teacher intervention	no teacher intervention
materials control	no materials control

### **Characteristics of communicative classes:**

#### **Communicative language teaching is**

- **content based**

language is a tool for getting information about the world. In this approach message is more important than the form. Interdisciplinary or in another word:

cross-curricular approach, by which content can be integrated into English teaching, is based on a lot of authentic materials taken from various text types such as newspapers, journals, pamphlets, guidebooks etc. These texts cover a wide range of topics, so in addition to broadening your students' minds, they will build up their vocabulary as well.

- **Intercultural**

Foreign language learning is often foreign culture learning. In order to understand just what foreign culture learning is, one needs to understand the nature of acculturation and culture shock. A person's world view, selfidentity, and systems of thinking, acting, feeling, and communicating can be disrupted by a change from one culture to another

- **Holistic**

It means that the whole personality of the learner must be developed during language teaching. This term related to communicative language teaching, will focus teachers attention on the fact that students' ways of thinking should also be developed.

- **Experiential**

The students are supposed to experience that the target language acquired is very useful in life. Authentic texts such as brochures, instructions, cookery books etc. make students feel how practicable their knowledge in English is.

- **Learner-centred**

Learners' needs are very important in communicative language. Activities are chosen according to the various learning styles and they also must be age relevant. The goal of communicative language teaching is to make students communicatively competent.