

TEACHING ENGLISH THROUGH COMMUNICATIVE APPROACH

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As English is becoming a global language, good command of English is considered essential for personal and professional development of a person. It goes without saying that the language plays an important role in the mental, emotional and social development of a person. Communication is one of the most important skills in learning English. It's exchanging opinions, information, notions of social, cultural and political aspects of everyday life. Communication always has associations with written and oral discourse. But communication includes a surprised face, a smile, a nervous movement, etc. The world around us is the world of communication in various spheres. And only at language lessons, the only means of communication are textbooks and the lecturing teacher. In the class, the teacher is the source of information. And this communication is under control rather than free. In this case, the purpose of the teacher is to transform the communication with students to a pleasant, attractive and emotional lesson. Real communication is always informative, unpredictable, and unexpected. In order to teach real and meaningful communication in the class, the teacher must apply different ways to their teaching and therefore the communicative approach is one of the most effective methods to teach English in classrooms in general.

Those are roles of the teacher, roles of the students, psychological factors in the classroom, authentic materials, student's communicative competence, focus on form and meaning, games and techniques.

Nowadays, the communicative approach has been applied in many countries in the world. This has brought positive effects on teaching English. Communicative Language Teaching is a natural follow-on from the reaction during the 70s against previous methods which over-focused on teaching grammatical structures and template sentences, and which gave little or no importance to how language is actually used practically.

The Communicative approach emphasizes the ability to communicate the message in terms of its meaning, instead of concentrating exclusively on grammatical perfection or phonetics. Therefore, the understanding of the second language is evaluated in terms of how much the learners have developed their communicative abilities and competencies.

In essence, it considers using the language to be just as important as actually learning the language. The Communicative Language Teaching method has various characteristics that distinguish it from previous methods:

- Understanding occurs through active student interaction in the foreign language.
- Teaching occurs by using authentic English texts.
- Students not only learn the second language but they also learn strategies for understanding.
- Importance is given to learners' personal experiences and situations, which are considered as an invaluable contribution to the content of the lessons

- Using the new language in unrehearsed contexts creates learning opportunities outside the classroom

The role of the teacher is a facilitator of his student's learning. As a general overseer of his student's learning, he must aim to coordinate the activities so that they form a coherent progression, leading towards greater communicative ability. As a classroom manager, he is responsible for grouping activities into "lessons" and for ensuring that these are satisfactorily organized at the practical levels. In many activities, the teacher may perform the familiar role of language instructor; he will present new language, exercise direct control over the learner's performance, evaluate and correct it, and so on. In others, the teacher will not intervene after initiating the proceedings, but will let learning take place through independent activities. This will frequently be communicative activity. While such independent activities are in progress, he may act as a consultant or an adviser, helping students when necessary. He may also move around the classroom in order to monitor the strengths and weaknesses of the learners, as a basis for planning future learning activities. He will sometimes wish to participate in an activity as co-communication with the learners. In this role, the teacher can stimulate and present new language. Teachers in communicative classrooms will find themselves talking less and listening more - becoming active facilitators of their student's learning. The teachers set up the exercises, but because the student's performance is the goal, the teacher must step back and observe, sometimes acting as a referee or monitor.

Students are above all, communicators. They are actively engaged in negotiating meaning - trying to make themselves understood - even when

their knowledge of the target language is incomplete. They learn to communicate by communicating. Students do most of the speaking. Student must be able to apply this knowledge in negotiating meaning. It is through interaction between speakers and listeners or readers and writers that meaning becomes clear. Students work on all four skills from the beginning and they often work in small groups or teams. Therefore, students have chance to speak, exchange their point of view, knowledge and information. 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.

Communicative ability develops by processes internal to the learners. Therefore, the teacher must subordinate his teaching behavior to the learning needs of the students. The development of communicative skills can only take place if learners have motivation and opportunity to express their own identity and to relate with the people around them. It, therefore, requires a learning atmosphere which gives them a sense of security and value as individuals. In turn, this atmosphere depends to a large extent on the existence of interpersonal relationships which do not create inhibitions, but are supportive and accepting. The encouragement of such relationships is an essential concern of a communicative approach to foreign language teaching, since it involves a wide range of personality factor and interpersonal skills. However, the teacher is helped by a number of important aspects of the activities discussed in this book. For example: - The teacher's role in the

learning process is recognized as less dominant. More emphasis is placed on the learner's contribution through independent learning. - The emphasis on communicative interaction provides more opportunities for cooperative relationship to emerge, both among learners and between the teacher and learners. - Communicative interaction gives learners more opportunities to express their own individuality in the classroom. It also helps them to integrate the foreign language with their own personality and thus to feel more emotionally secure with it. - These points are reinforced by the large number of activities in the class where students are divided into groups or pairs, which interact independently of the teacher.

- The teacher's role as "co-communicator" places him on an equal basis with the learners. This helps break down tension and barriers between them.

- Learners are not being constantly corrected. Errors are regarded with greater tolerance, as a complete normal phenomenon in the development of communicative skills,

In short, communicative teaching methods leave the learner scope to contribute his own personality to the learning process. They also provide the teacher with scope to step out of his didactic role in order to be a human among humans.

The communicative approach uses an authentic language as it is used in real context. To overcome the problem that students cannot transfer what they learn in the classroom to the outside world and students exposed to natural language in a variety of situations advocate the use of authentic language materials. Authentic materials play a very important role in teaching English in the classroom because it is easy for students to understand the aim of teaching and learning. There are many ways to teach

English, but using authentic materials is the useful way. For example, the teacher can use pictures, handouts, newspaper, magazines, advertisement, radio, television, menus, etc. in their teaching.

The aim of the communicative approach is to develop student's communicative competence. The goal of the communicative approach is to have one's students become communicatively competent. It involves being able to use the language appropriately in a given social context. So students need knowledge of the linguistic forms, meanings and functions. They need to know that many different forms can be used to perform a function and also that a single form can often serve a variety of functions. They must be able to choose from among these the most appropriate forms, given the social contexts and the roles of the interlocutors. They must also be able to manage the process of negotiating meaning with their interlocutors. It is through these activities that students will be able to develop their communicative competence. In our everyday language use, we normally focus our attention primarily on the meaning of what we say or hear, rather than on its linguistic form. For example, if we are asked to recall what another person said, we can often remember the message, but not the exact words that were used. Similarly, in speaking, we make conscious decisions about the messages we want to convey, but the lower-level choices of structures and vocabulary occur more or less automatically. From this perspective, we can define the goal of foreign language teaching in the following terms: to extend the range of communication situations in which the learners can perform with focus on meaning, without being kindred by the attention he must pay to linguistic forms. In relation to this goal, the roles of the two main categories of activity can be summarized as follows:

- Pre-communicative activities aim to give the learners fluent control over linguistic forms, so that the lower-level processes will be capable of unfolding automatically in response to higher-level decisions based on meanings. Although the activities may emphasize the links between forms and meanings, the main criterion for success is whether the learners produce acceptable language.

- In communicative activities, the production of linguistic forms becomes subordinate to higher-level decisions, related to the communication of meanings. The learner is, thus, expected to increase his skills in starting from an intended meaning, selecting suitable language forms from his total repertoire, and producing them fluently. The criterion for success is whether the meaning is conveyed effectively.

When we apply the communicative approach in teaching English, we should focus on roles of teacher, roles of students, psychological factors in the classroom, authentic materials, student's communicative competence, focus on form and meaning, and games and techniques

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