

Peculiarities of communicative language teaching

The article deals with some peculiarities of communicative language teaching.

Key words: *creative approach, communicative competence, socio-cultural aspect, authentic information*

В статье рассматриваются некоторые вопросы, касающиеся особенностей коммуникативного подхода к преподаванию иностранного языка.

Ключевые слова: *творческий подход, коммуникативная компетенция, социокультурный аспект, аутентичная информация.*

У статті розглядаються деякі питання, які стосуються особливостей комунікативного підходу до викладання іноземної мови.

Ключові слова: *творчий підхід, комунікативна компетенція, соціокультурний аспект, автентична інформація*

In the century of scientific synthesis a new educational paradigm is being gradually developed. It challenges reconsideration of approaches to teaching languages as well. Communicative language teaching means different things to different teachers. To some of them it simply means an emphasis on the use of the target language at classes, and in particular, a bigger emphasis on orality. To the

others, communication entails the exchange of unknown information. Some teachers understand communication in the most global anthropological terms, that is, as a cultural-bond system for making meaning.

Despite different definitions of communicative language teaching, all the professionals seem to advocate for an approach, a creative approach.

Creative Performance Approach (CPA) which represents new insights into **learning as an individualized process**, into **basics** of teaching **oral communication** springing from the **socio-cultural aspect of authentic information exchange**, into the nature of teaching-learning goals and **tactics of authentic communication** simulation.

As education of today focuses on professionalism – show not what you know but what you can do – CPA gives a possibility to get in-depth knowledge about the way it can be done.

CPA is a theory of a creative personality formation through tasks which involve development of creativity, active thinking for **productive cognition**, research and discovery.

- Personal creativity helps reveal natural capacities, the ability to find one's **mission in this life**, to set tangible goals and achieve them.
- Creative Performance makes the whole learning process at school and universities a **reflective awareness activity** chosen not by chance but by a mind craving for research and discovery.
- Creative Performance teaching and learning involve development of associative, imaginative, and **systematic thinking**.

What are the Basics of Creative Performance Approach?

- **Transparency** of the activity system (as awareness of the activity inspires interest).
- **Double objective**: a) pedagogical goal for teachers; b) Creative-Performance-based goal for students.
- **Springing board** – communicative competence of the native speaker.
- **Communicative nature** of any speech activity:

- a) reading – for new information derived from the text;
- b) listening – for new information derived through listening;
- c) speaking – for new information conveyed through communicative functions.

- **Problem Solving** through creative performance.
- **Come to grips with the unknown.** Should everything or anything be pre-taught?

How to encourage active learning on the part of the students? How to create the environment that will encourage active learning?

This can be accomplished by planning a general program that addresses the following elements:

- plan goals and objectives tailored to real principles and relevancy;
- give the students as many opportunities as possible to read, write, talk, and listen in various group structures;
- allow the students to think and discuss options, make decisions, and establish accountability for what they do when working with you;
- surround the students with print to build a literacy-rich environment;
- treat the students with respect and work to empower them as learners;
- use interesting and meaningful material and activities.

CPA is one of the possibilities to integrate the process of successful learning. **A new insight into** learning process terribly **needs development**. It was the greatest **mistake** of teachers to think that a foreign language should be taught likewise to children and grown-ups.

Creative Performance Approach represents **a deep insight into learning** as an individualized process, on the one hand, into basics of oral communication springing from **the socio-cultural aspect of authentic information exchange**, on the other hand, and lastly, into the nature of teaching-learning goals and tactics of authentic communication simulation. Discussions about real-life language use often mention the role of authentic information and authentic materials. Authentic language is defined as language produced by native environment. But this is

closely connected with the appropriate use of authentic texts in a foreign language teaching. Authentic materials present special challenges.

Individualized learning presupposes creating an atmosphere of **experimental learning allowing the student** to conceptualize knowledge, apply it in practice and reflect it in experience.

In other words, the process of individualized learning comprises the following interconnected processes:

- a developmental process (something new is acquired);
- meaningful network of knowledge organization (**a new system of concepts appears as a result of personal reorganization of information**);
- a decision-making process (a problem to solve should be an activity goal);
- not just a matter of linguistic knowledge (It is clear that linguistic knowledge is not enough);
- an emotional experience (emphasis is laid on the process of **solving the problem and not on learning**);
- valuing attitude as much as aptitude and ability (intention, motivation, and interest);
- acquiring the language incidentally while actually thinking (thinking about **what** to say and not **how** to say);
- making interest and variety predominant.

But whatever the variety exists it will remain a mere variety before it represents a **systemic whole**, based on the **interaction of outward management of the student's activity** and their **inward self-management** if they have got the necessary tools. And it is the teacher who should supply them with those tools.

For example, the **universally acknowledge phenomenon** of interference exists. Methodology registers it, but very seldom offers a remedy. And the remedy exists in understanding the synthesized process of human thinking.

The so-called “intellectual act” presupposes three interconnected stages. The intellectual act presupposes a program stage of the future utterance, which is always done in the mother tongue. An intellectual stage of selecting the necessary foreign language means, namely, the operation of selection, and matching the results stage which is comparison of what has been said to the program. In case the student hesitates he addresses the key, i.e. the existing in the memory Russian/Ukrainian-English translation which does not clarify the situation. Here he may also select a wrong preposition, as there are many prepositions translated as one in the native language. To avoid this an entirely new zone of foreign prepositions should be built in the student’s mind.

Is it asking for trouble if you ask students for feedback? One of the possibilities to integrate the process of successful learning is CPA.

CPA gives a possibility to integrate the content- based instruction, collaborative learning and communicative interaction techniques to involve the learner into ‘hear + see + speak + create + do + bear responsibility’ activity.

Being influenced by sociological view of language we may use differing classroom techniques, but their objective is the same: **to enable students to communicate effectively with other people who use the foreign language. Effectiveness includes the concepts of social appropriateness or acceptability** – of using language to get along with people –as well as grammatical accuracy which was the more limited aim previously.

The label “communicative” probably derives from Dell Hyme’s work on communicative competence. This was principally concerned with the native speaker’s ability in his or her own language and extended our view of competence in a language beyond grammar alone and into areas where **language is a part of social behavior**. It is these areas in which the language **learner is often under-informed**, if it all, and in which the greatest pitfalls lie.

It is the area of language appropriate to differing social situations which provide the greatest challenge to teacher and learner alike. “Situation” here includes the speaker’s relationship with the people he or she is with:

- the purpose for which he or she is communicating;
- the channel (spoken, written) they are using for communication;
- “outside” circumstances such as noise, emergency, etc...

Students often came out of an audio-lingual course with the false impression that there was a one-to-one correspondence between a grammatical form and a particular meaning. For example, they might think that the way to ask people to do things in English is to use the imperative, softened a little where particular politeness is required by the use of “please”. The fact is that a request in the form “Open the window, please” would tend to give offence as too abrupt and direct in all but the most close of social relationships or situations of urgency. Dissatisfaction with this state of affairs made teachers and course designers eager to follow applied linguistics in finding a new way of thinking about language in use.

In a traditional approach meaningful communication is rather limited while in Communicative approach it is a central feature. Grammar rules are often explained in the former (traditional) and explained only when necessary in the latter (communicative). The first requires native-like pronunciation, the second – comprehensible pronunciation because it follows learner’s needs and not linguistic complexity.

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