

College of Education for Humanities

Department of English Language

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Course Title : *First - ELT*

Topic : *Teaching Language as Communication among People*

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Ch4

1- What is the main goal of a communicative classroom?

The main goal of a communicative classroom is to help students develop **communicative competence**—the ability to understand and use English effectively and appropriately in real communication. This involves not only grammatical accuracy but also the ability to produce meaningful, coherent, and contextually suitable messages. Communicative competence includes four key components: **grammatical competence** (correct use of language forms), **discourse competence** (organizing ideas coherently), **socio-cultural competence** (using language appropriately in different social and cultural contexts), and **strategic competence** (using strategies to overcome communication breakdowns). Ultimately, a communicative classroom aims to prepare learners to use English confidently and effectively in authentic, real-life situations.

2- How do EFL/ESL teachers provide opportunities for students to communicate in English?

EFL/ESL teachers create opportunities for students to communicate in English by shifting from a **teacher-centered approach** to a **learner-centered classroom** where students actively use the language to express ideas and interact with others. Based on Littlewood's framework, this process often begins with **precommunicative activities** and progresses to **communicative activities**.

In **precommunicative activities**, teachers help students build the foundational skills needed for real communication. These include **structural activities**, which focus on

grammar and vocabulary, and **quasi-communicative activities**, which help learners practice using language forms in simple, controlled dialogues. For example, students may practice asking and answering questions about their likes and dislikes, or repeat model conversations to gain confidence in pronunciation and sentence patterns.

Once students have gained basic control of the language, teachers move to **communicative activities**, where learners use English to achieve genuine communication goals. Such tasks might include **writing letters, conducting interviews, performing role plays, making group presentations, or solving problems collaboratively**. In these activities, the focus shifts from accuracy to **meaningful communication**, allowing students to use the language creatively and purposefully.

By combining both precommunicative and communicative tasks, teachers provide a balanced approach that develops students' **fluency, accuracy, and confidence**. This helps learners build not only their linguistic knowledge but also their ability to use English effectively in real-world social and academic contexts.