

**College of Education for Humanities**  
**English Department**



**M. A. Studies/ Methodology**

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**Methods of Teaching**

**“The Activities in CLT Approach”**

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## **An Introduction:**

Being able to speak naturally and appropriately with others in a variety of situations is an important goal for many English as a foreign language (EFL) learners. Because the skill of speaking invariably involves interaction with people and using language to reach objectives (e.g., ordering food, making friends, asking for favors), it is crucial for teachers to explore activities that help students learn the typical ways to express these and other language functions. To interact successfully in myriad contexts and with many different speakers, learners need to develop a repertoire of practical situation dependent communicative choices. The study of how language is used in interactions is called pragmatics, and while appropriate interactions come naturally to native speakers of a language, EFL learners need to be aware of the many linguistic and strategic options available to them in certain situations. Though pragmatics is an extensive field within linguistics, much pragmatic research has focused on speech acts performed by learners and the linguistic and strategic choices they employ (Mitchell, Myles, and Marsden 2013). To use pragmatically appropriate speech, EFL users must account for not only the form and function of a second language, but the context as well (Taguchi 2015). In doing so, they will be more comfortable speaking to interlocutors who may vary in age, gender, social class, and status (Kinginger and Farrell 2004; Ishihara and Cohen 2010). Special conversational choices are also required based on the relationship between speakers— whether they know each other and for how long. In addition, conversational expectations and desired objectives can influence linguistic and desired objectives can influence linguistic and strategic choices of what to say. The ability to account for and adjust to these variables when speaking English defines one's pragmatic competence.

## **Common activity Types in CLT Include:**

- Jig-saw activities. The class is divided into groups and each group has part of the informational needed to complete an activity. The class must fit the pieces together to complete the whole.
- Task-completion activities. Puzzles, games, map-reading, and other kinds of classroom tasks in which the focus is on using one's language resources to complete a task.

- Information-gathering activities. Student-conducted surveys, interviews, and searches In which students are required to use their linguistic resources to collect information.

- Opinion-sharing activities. Activities where students compare values, opinions, beliefs, Such as a ranking task in which students list six qualities in order of importance when choosing a date or spouse.

Information-transfer activities. Taking information that is presented in one form, and representing it in a different form. For example, students may read instructions on how to get from A to B, and then draw a map showing the sequence, or they may read informational about a subject and then represent it as a graph. Reasoning gap activities. Deriving some new information from given information through the process of inference, practical reasoning, etc. For example, working out a Teacher's timetable on the basis of given class timetables. • Role plays. Students arc assigned roles and improvise a scene or exchange based on given Information or clues.

## **Learner's Roles**

Breen and Candlin (1980: no) describe the learner's role within CLT 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 under-Takes. The implication for the learner is that he should contribute as much as he gains ,And thereby learn in an interdependent way. Learners now had to participate in classroom activities that were based on a cooperative rather than individualistic approach to learning. Students had to become comfortable with Listening to their peers in group work or pair work tasks, rather than relying on the teacher For a model. They were expected to take on a greater degree of responsibility for their own Learning. In the pure form of CLT, often there is no text, grammar rules are not presented, Classroom arrangement is nonstandard, students are expected to interact primarily with Each other rather than with the teacher, and correction of errors may be absent or infrequent. (Modified forms do aim to balance fluency and accuracy, as defined above.) The Cooperative

(rather than individualistic) approach to learning stressed in CLT may likewise be unfamiliar to learners.

## **Teacher's Roles**

Breen and Candlin (1980: 99) described teacher roles in the following terms: The teacher has two main roles: the first role is to facilitate the communication pandas 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. The latter role is closely related to the objectives 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, 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 teachers are needs analyst, counselor, and group process manager.

## **Needs Analyst**

The CLT teacher assumes a responsibility for determining and responding to learner languages needs. This maybe done informally and personally through one-to-one sessions with Students, in which the teacher talks through such issues as the student's perception of his Or her learning style, learning assets, and learning goals. It may be done formally through Administering a needs assessment instrument, For example, students might respond on a five-point scale (strongly agree to strongly disagree) to statements such as the following: I want to study English because ... I think it will someday be useful in getting a good job. It will help me better understand English-speaking people and their way of life. One needs a good knowledge of English to gain other people's respect.

It will allow me to meet and converse with interesting people. I need it for my job. It will enable me to think and behave like English-speaking people. Counselor Another role assumed by several CLT approaches is that of counselor, similar to the way This role is defined in Community Language Learning. In this role, the teacher-Counselor is expected to exemplify an effective communicator seeking to

maximize the Meshing of speaker intention and hearer interpretation, through the use of paraphrase ,Confirmation, and feedback.