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Communicative approach to teaching

Language is a tool for communication. In order to learn a language, you need not only to be able to reproduce it, but also to use it in creative ways. Communicative teaching is based on the idea involving students in real communication. The actuality of the problem is grounded by effectiveness of this approach in teaching English instead of traditional teacher-centered classes. The aim of this article is to present an overview of communicative teaching approach characteristics and point out some specific communicative techniques. The present article deals with analysis of communicative approach to teaching and its impact to the improvement of learning English.

David Nunan identifies such features of communicative language teaching as an emphasis on learning to communicate through interaction in the target language, the introduction of authentic texts into the learning situation and the provision of opportunities for learners to focus not only on language but also on the learning process itself. In his work he states that one of the primary goals of using communicative teaching is to provide students with real life communication lessons. One of the distinctive points of communicative language teaching is to focus on communicative activities that promote language learning. These activities require a learner to speak to and listen to other learners. Communicative activities have real purposes such as finding and exchanging information, breaking down language barriers and learning about culture [1]. Activities encouraged in communicative classrooms include role plays, pair work and group work. Role plays give students the opportunity to demonstrate how to use English in real life situations and make them focus on communication more than on grammar. Pair work is great for practicing model dialogues and discussions. Group work gives

students an opportunity to create more complicated dialogues with the help of communicative materials, explore relationships between characters and have more social learning environment. Communicative materials are often authentic sources containing language from the real world. Some examples might be an advertisement or a letter to the editor that was published in a local newspaper. It is also popular such activities as numbers and sizes ratios, question to question, an alphabet dialogue and sloobie. The numbers and sizes ratios activity focuses on general knowledge and guessing numbers and size. The purpose of this activity is to get learners to think logically and critically, to use their general knowledge and to practice comparative forms. By using question to question activity students answer one question with another question rather than giving a direct answer. The purpose of such activity is to teach functional language and to practice intonation and question forms as a confidence booster. By using an alphabet dialogue activity students create a paired dialogue so that each line begins with the next letter of the alphabet. The purpose of this activity is to practice real time speaking using colloquial language. By using sloobie activity learners look at a text which contains nonsense words and try to make sense of it from a grammatical perspective. It is useful for helping students with their decoding skills and gives great opportunities for creative language use [3].

According to David Nunan, teachers play a vital role in learning process of English in communicative language teaching classroom. Instead of traditional teacher-centered classes, the teacher is not only a model for correct speech and writing. Teachers no longer rely on activities that require repetition, accuracy and the memorization of sentences and grammatical patterns. Fluency and communication become more important than accuracy. Authentic and meaningful language input becomes more important as well. The class becomes more student-centered while the teacher plays more of an observer role. A communicative classroom involves the teacher in setting up activities, guiding students in group works, monitoring activities and diagnosing the further needs of students. Teachers select learning activities according to the interest of the learners and engage them

in meaningful and authentic language use. In order to perform this role effectively, teachers should be competent in all aspects of language teaching [2].

We come to a conclusion that communicative approach to teaching is a very useful method to learn English. The advantages of such an approach are numerous and they contribute to the improvement of students' practical language skills. The most obvious advantage in communicative language teaching is the increasing fluency of the target language. The teacher in communicative language teaching classroom creates a congenial atmosphere with emphasis on real communication instead of giving instructions on language rules or grammar. This technique contributes to the development of oral skills of students and helps to formulate and express their own opinion with the extensive use of linguistic knowledge. Activities encouraged in communicative classrooms include role plays, pair work and group work. All these activities contribute to an exciting and active study of oral language, and thus increase students' interest in studying English. We consider it useful to apply them more and more in the learning process.

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