

Chapter Four

Teaching a language as communication between people

What is the main goal of a communicative classroom?

The primary goal of a communicative classroom is student development of communicative Competence. This includes development of students 'ability to comprehend and produced written and spoken English in communicatively proficient and accurate ways. Communicative competence has four interrelated components-grammatical, discourse, socio-cultural, and strategic competence.

Grammatical competence means to be able to recognize the grammatical forms including lexical items, morphological items, syntactic features, and phonological features.

- 1.Communicative competence also includes
2. Discourse competency, or the ability to interconnect a series of utterances (written or spoken) to form meaningful text. It also

Includes text coherence and cohesion. Coherence is “the relation of all sentences or utterances in a text to a single global proposition, while cohesion provides the smaller structural links

3. Socio-cultural competency is the ability to use English in social contexts in culturally appropriate ways.

1. Finally, strategic competency or the ability to cope with break downs in communication, to problem solve in unfamiliar contexts when communication fails, and to draw on strategies that help restore communication.

How Do EFL/ESL Teachers Provide opportunities for Student to Communicate in English ?

Some teachers who aim at having a communicative classroom begin lessons with” precommunicative activities”

Used with beginning-and intermediate level students. Precommunicative knowledge or skill that compose communicative ability, giving students opportunities to practice them without having to fully engage in communicating meaning. There are two types of precommunicative activities-structural and quasi- communicative. Structural activities focus on how language is used to communicate meaning.

What make a Communicative Classroom Communicative? Four closely related factors contribute to making classrooms communicative:

- 1-reduction in the centrality of the teacher.
- 2-an appreciation for the uniqueness of individuals.
- 3-chances for students to express themselves in meaningful ways.
- 4- choices, both in relation to what students say and how.

What Roles Are Native and Near-Native-English-Speaking EFL/ESL

Teachers Expected to Play?

These roles can be divided into

Two sets of roles: -Roles related to English language abilities

- *language authority
- *cultural informant
- *model English speaker

-Roles related to the ability to create meaningful interaction :

- *need assessor
- *text adaptor
- *entertainer

What problems Do Some EFL/ESL Teacher face when Teaching English as Communication among People?

problems Do Some EFL/ESL teacher face include the following:

- 1-The bandwagon problem
- 2-The overly anxious problem
- 3-The engagement problem

How does teacher avoid engagement problem?

- 1- We need to show emotional maturity.
- 2- Sensitivity to the students' feelings and perceptiveness.
- 3- Commitment that interaction in English is not only appropriate but also expected and necessary for the students if they want to learn to communicate in English