**CHAPTER II**

**REVIEW OF LITERATURE**

1. **Presentation**

This chapter focuses on the definitions of Communicative Language Teaching, the speaking skill in language methods, the role of speaking skills in Communicative Language Teaching, the opinions of students and teachers about the speaking skill, motivation in the speaking skill and factors preventing students from speaking.

* 1. **What is Communicative Language Teaching?**

Communicative Language Teaching (CLT) has had a great impact on foreign language teaching. It has also been considered as an effective language teaching approach and has gathered an increasing significance in language teaching since the late 1970’s. It came out as a reaction to traditional methods that emphasized teaching the language forms rather than the language functions. Language education has undergone many changes as a result of new approaches to methodology throughout its history. In the beginning, the major concern was language structure rather than language use. In traditional methods like the Grammar Translation Method, the language structures are given explicitly rather than communicatively by which the students mostly learn the language forms without mastering the functions of forms in communication. As a consequence, instructors realized that the Grammar Translation Method was not satisfactory in terms of foreign language teaching and a communicative approach to second language has evolved.

Some writers focused on this issue intensively. Nunan (1988, p. 78) points out that ‘‘one of the major reasons for widening the scope of language content beyond grammatical structures, lexis and pronunciation, to functions, notions, settings and so on, was the fact that most learners seemed relatively inefficient at applying their grammatical knowledge to communicative language use outside the classroom’’. It was necessary to use the language in the community rather than learning the grammar rules and use them in limited contexts. Therefore, in order to learn the language for communication and use language functions communicatively, language researchers have started to alter the language methods and focus on the CLT to constitute a real life context in the classroom.

Nunan (1988, p. 78) also states that ‘‘the learners will be able to transfer knowledge and skills developed in the rather artificial environment of the classroom to new contexts and situations in the real world outside’’. For him, ‘‘language learning was characterized as a process of developing the ability to do things with language (as opposed to learning about language)’’.

Larsen-Freeman (1986, p. 131) points out that the students intent to use the language convenient to a given social context in the classroom. Therefore, ‘‘they need knowledge of the linguistics forms, meanings and functions. They need to know that many different forms can be used to perform a function and also that a single form can often serve a variety of functions’’. She also shows this in a pie-chart below:

**Figure 2.1:** The Three Dimensions of Form, Meaning and Use (Larsen-Freeman, 1997, p. 23)

Richards (as cited in Rossner and Bolitho, 1990) indicates that a syllabus of an English course generally depends on teaching language structures for accuracy in the language in a typical EFL classroom but the need for communicative uses of language has gained importance in methodology and syllabus design in recent years. The instructors teach the language to the students for communication in addition to certain structures to satisfy their need for using the language for communicative goals. The language is not only used in limited situations but it is also used to communicate outside the classroom in different situations.

Littlewood (1981, p. 11) indicates the reasons why the communicative approach has come out. For him, ‘‘a communicative approach opens up a wider perspective on language. In particular, it makes us consider language not only in terms of its structures (grammar and vocabulary), but also in terms of the communicative functions that it performs’’. In this respect, teachers use the communicative approach to teach the students both the structure that they need to use to transfer the intended message throughout the context of conversation and the communicative functions of language that are used to perform the communication effectively.

Celce-Murcia (1991, p. 8) describes some main characteristics of the communicative approach. These are: first, students usually work in pairs or groups to convey the meaning in a situation where one person does not have much information. Second, activities and classroom materials are frequently authentic to reflect real life events and requests. Third, the teacher should know how to use the target language fluently, accurately and suitably. Fourth, the content of a language course will involve social notions and functions not only linguistic structures. Fifth, skills are combined from the beginning. Sixth, the activity that the teacher gives to students may include listening, reading, writing and also speaking. Seventh, students frequently participate in dramatization or role-play to adjust their use of the target language to various social contexts. Eighth, the teacher’s role is firstly to make communication easy and secondly to correct errors. Finally, the purpose of language teaching is the students’ ability to communicate in the target language.

Celce-Murcia (1991, p. 154) also points out that if language learners want to learn another language well, they have to become communicatively competent in the target language. Linguistic accuracy is very important for communicative competence but it is not enough. When acquiring a new language, a person has to be one part of it, in addition to a set of socio-cultural rules and structural rules which will guide the student in the choice of appropriate forms. It means successful speaking is not just a matter of using grammatically correct words and forms but also knowing when to use them and under what situations.

Hymes (as cited in Richards and Rodgers, 1986, p. 69), also states that there is a difference between communicative competence and Chomsky’s linguistic theory. Hymes thinks that ‘‘a view of linguistic theory was sterile, that linguistic theory needed to be seen as part of a more general theory incorporating communication and culture’’. He also points out that ‘‘communicative competence was a definition of what a speaker needs to know in order to be communicatively competent in a speech community. Moreover, a person who acquires communicative competence acquires both knowledge and ability for using language’’.

For Revell (1979, p. 5), ‘‘theories of communicative competence imply that teachers must do more than just supply learners with a number of language structures to manipulate’’. He also states that ‘‘there are some people who are unable to use language after years of formal teaching, so the teachers must demonstrate how the language items are used, and in what situations they are appropriate’’.

Munby (1978, p. 26) emphasizes that communicative competence involves the talent to comprehend the communicative functions of sentences and their connections to other sentences and to use linguistic forms to perform communicative acts. Therefore, he emphasized communication as the talent to use the language for communication.

Canale and Swain (1980, p. 34) define communicative competence as the skill needed for communication and the underlying system of knowledge. Knowledge means what a person knows (consciously and unconsciously) about the language and other parts of communicative language use; skill refers to how a person can perform this knowledge in real communication.

Canale and Swain (1980, p. 9) also point out that ‘‘a theory of basic communication skills can be characterized as one that emphasizes the minimum level of communication skills needed to get along in, or cope with the most common second language situations the learner is likely to face’’.

* 1. **The Place of the Speaking Skill in Language Teaching Methods**

The speaking skill has gained significance as students’ expectations and needs in EFL classes have altered. Lots of students consider speaking as the most significant skill as their main aim in learning a second language is to learn how to exchange information and communicate with each other. Since the students are aware that the coming decade requires them to be able to speak English for their future careers, their spoken language needs have revealed recently. Therefore, speaking in language methods has started gaining significance. Contrasted to the preceding language teaching methods, the significance given to speaking has been raised in recent language methods. This means that, recent techniques and methods used for language teaching and learning emphasize the significance of speaking and therefore give opportunities for learners to use the language communicatively as in real life.

Cheong (as citied in Won and Lee, 2001) says that in the area of language arts education speaking is the fundamental base. Speaking is the way humans express themselves successfully. The reason for speaking is to show our thoughts and increase our logical thinking. It is the teacher’s goal to prepare his/her lesson in such a way that the students can speak in real life situations according to the topics and the amount of study time.

Murphy (1991, pp. 50-51) emphasizes the place of speaking in foreign language teaching methods as below:

**Table 2.2:** The Place of Speaking in Foreign Language Teaching Methods (Murphy, 1991,

pp. 50-51)

|  |  |
| --- | --- |
| **Language Teaching Methods** | **The Importance of Speaking** |
| Communicative Language Teaching | Lots of guided, peer-to-peer and free speaking activities that are arranged around functional, notional and/or linguistic attentions. |
| The Grammar Translation Method | No consideration is given to listening or speaking activities at all. |
| Desuggestopedia | Very controlled speaking activities that are focused on dramatic teacher performances and presentations and overly long written text. |
| The Silent Way | While learner speaking is based on grammatically consecutive language forms, teachers rarely talk. |
| The Audio-Lingual Method | Learners repeat and control language forms verbally. |
| Total Physical Response | Learners rarely talk but are dared to present listening comprehension physically. |
| Communicative Language Learning | Lots of peer-to-peer interactions which give a community spirit between learners, when the spoken forms combined into the syllabus are created by learners themselves. |
| The Direct Method and Situational Language Teaching | When learners keep busy in lots of controlled context-explicit, speaking activities, teachers do most of the speaking. |
| The Natural Approach | At first stresses listening comprehension and then reading, while leaving room for guided speaking activities. |

* 1. **The Role of the Speaking Skill in Communicative Language Teaching**

Speaking is regarded as the most important skill which teachers should focus on in academic teaching and learning among all the language skills. Because it is the foundation for the improvement of the other language skills: reading, writing and listening. Speaking demands communicative features of the language and vocabulary and grammar. It is vital to pay more attention on this skill and have extra time to practise this skill in the language classrooms.

For Lyle (1993), oral language is both a language and intellectual subject that demands serious and important attention of students and teachers. He states that when we start talking about ourselves and our experiences, learning starts with speaking. He also adds that students learn how to organize their thoughts and focus on their opinions through speaking. Oral language is regarded important as it is the foundation for the improvement of other language skills such as reading, writing and listening. Bygate (1987) supports this idea and emphasizes the importance of speaking in language learning and he says that ‘‘speaking is the medium through which much language is learnt’’.

Chastain (1988, p. 272) says that when the students use the grammar and vocabulary points in meaningful contexts, they can remember and keep them in their minds easily. In addition to this, he says that students will develop their speaking skill and strengthen the vocabulary and grammatical patterns provided that they are used in convenient situations in the speaking activities. He asserts that the students are encouraged and motivated to learn the new language elements in the reading and listening activities when they are given a chance to speak the language.

Chastain (1988, p. 274) points out that ‘‘speaking has a definite and important place in the language learning sequence. Increased speaking skills depend upon input from listening and reading, and increased speaking skills can serve to improve language students’ listening, reading and writing skills’’.

Chastain (1988, p. 272) also states that the speaking skill is important in language learning and thus he points out that language must be first in the head and practice is required to assist the person to speak the language he comprehends. In addition to this, he states that ‘‘speaking may not teach students language, but it helps them activate the language they know’’.

Speaking a foreign language demands students to know the linguistic elements of the message which involve intonation, pronunciation, content, grammar, vocabulary and style and to control and check all these while practising speaking. Chastain (1988) and Brumfit (1979) support this opinion and point out that in order to be successful in communication, speakers should have knowledge of the grammatical structures, lots of vocabulary and realize the speaking rules in various situations with different people on new and different subjects. In addition to this, Brumfit (1979) points out that it is required for the speaker to pass from the grammatical to the communicative properties of the language. He also mentions that if the speaker has not comprehended the system, he/she will not have any trouble but he/she will have some difficulties in getting and conveying the message if he/she does not practise the language.

Wolfson (as cited in Richards and Schmidt, 1983, p. 61) states that communicative competence contains not only grammar and lexicon but also contains the speaking rules. These are: knowing which topics are convenient to certain speech events, when and how it is appropriate to start a conversation, how such vocal actions as apologies, compliments, complaints, greetings and invitations are to be presented, explained and answered and which forms of address are to be used to whom and in which situations.

* 1. **The Opinions of Students and Teachers about the Speaking Skill**

Speaking is considered as a productive skill and one of the most crucial skills in language teaching and learning. Instructors believe that speaking is a crucial and difficult skill to success since the students are not accustomed to expressing themselves in the productive skills as writing and speaking. Students’ educational background mostly relies on the ability to memorize. Therefore, they have limited experience in productive skills. Teachers agree with this idea, in spite of the fact that the students consider speaking as an important skill, they do not prefer to talk until they are forced to.

Spoken language production is the process of conveying our communicative competence into performance. Brown and Yule (1983, pp. 27-28) state that communicative competence requires grammatical accuracy, discourse norms, a knowledge of socio-cultural rules of appropriateness and strategies for making certain that communication is comprehended. Therefore, a communicative syllabus should serve the purpose to allow the students to express themselves through cognitive and social functions and the suitable form of the target language. In order to have effective spoken language production, a second language learner should be able to express himself/herself in the target language, to manage main interactive skills successfully such as apologies and thanks, exchanging greetings, services, requesting information and to express his/her needs, etc. Moreover, the students should also be able to create short and long turns of an interactional and a transactional type.

Chastain (1988, p. 271) states that students regard speaking as an important skill and attend language classes considering speaking as one of their main aims because they are aware of the fact that they have a great deal of opportunity to communicate with the people around the world.

Metcalf (2003) points out that teachers find their classes successful when they speak a lot. Won and Lee (2001) support this idea and states that encouraging students to express their ideas and share them with others in a traditional class is almost impossible.

* 1. **Motivation in the Speaking Skill**

Most students do not have trouble with speaking until the instructors ask them to speak in English. Since the instructors cannot force their students to speak English, they can create activities and opportunities for students to make them wish to speak. There are many ways to encourage the students to speak. One of them is to use fascinating teaching materials. Martin (2003) points out that teachers should choose subjects and activities that the students find fascinating. He also states that if the students do not wish to speak about the subject, they will not utter anything even though the teacher is prepared well for the lesson. He points out that practical subjects and activities and motivation are necessary and important to assist students to speak English.

Norris-Holt (2001) also states that an interesting text can increase students’ motivation in class. Shumin (1997) points out that teachers can use adequate reading materials with comprehension questions to have inventive output in speech.

Martin (2003) also states that when students sit in rows looking at each other, communication in English enhances and develops. In addition to this, he states that the reason for this is first of all the students are out in the open and have no place to hide thus they feel compelled to speak only English and secondly, sitting face to face provides straight eye contact. Zhao (1998) supports this opinion by stressing the significance of organizing the seating in groups or in a circle with the students looking at each other.

Chastain (1988, p. 283) points out that feedback contains all types of verbal and nonverbal responses to the learners and their speaking and the one that is mostly used in the class is the error correction. When the instructors give the feedback on these forms, learners will focus their attention on the language forms, whereas the learners will firstly focus their attention on communication when the instructors give the feedback on the meaning and comprehensibility of the message. In addition to this, learners will be discouraged, embarrassed and confused when they do not comprehend the feedback.

Chastain (1988, p. 292) also supports that students have begun improving their communication skills and if teachers continue and separate more class time to communicative activities, students will increase their communication skills more in the future.

Chastain (1988, p. 287) states that instructors should give students some opinions to speak about together with some language to use while expressing themselves. This means that the language and opinions must be in the head before the student can talk. Briefly, as Chastain (1988, p. 291) mentions, the students will join more in speaking if: they are supplied with sufficient waiting time, they are supplied with appropriate feedback, they are supplied with a fascinating subject and also some background knowledge about it, they are supplied with the activities they most like doing, they are supplied with a suitable seating arrangement or chairs, their teacher assists, inspires, commends and makes suitable circumstances for them, they are made right at the end of their talk and they are told about the advantages of the activities for their English speaking skill.

According to Sass (1989, p. 87), there are certain features that increase the motivation of students. These are: diversity, arrangement of the course and comprehensibility, use of suitable, real and comprehensible illustrations, active participation of students, teacher’s enthusiasm, appropriate level of the material, close relationship among teacher and students and relevance of the material.

Jie (1999) also suggests that a subject arouses learners’ interest and if the learners have some information about the subject, they can speak English. Thus, he mentions that a teacher should attempt to realize and learn about his students’ interests to find some fascinating subjects for discussion. He also stresses that if a teacher is aware of his/her students’ interests, he can set up a good relationship with his/her students as they feel that their teacher is interested in each of them.

Thanasoulas (2002) points out that a teacher has a formative and motivational impact on students. Alison (as cited in Thanasoulas, 2002) supports that setting up a relationship with the students by way of talking to them on an individual level supplies interactive confidence and esteem. Furthermore, she points out that this interactive confidence could lead to enthusiasm where an intensely interested teacher transmits both a verbal and non-verbal sense of promise.

Dörnyei (as cited in Thanasoulas, 2002) says that the teacher’s attitude is a strong, motivational device. The relationship with students or the teacher’s attitude can influence students in different ways like attracting their attention to join them in tasks.

It is pointed out by Norris-Holt (2001) that students will see a goal to enhance their communication skills in English if the teacher inspires them to join more in a lesson. It is also suggested that when the students communicate successfully in the target language, they feel a sense of accomplishment. Strong (as cited in Ellis, 1997) claims that extensive investigation of a subject in the domain recommends L2 accomplishment powerfully influences student motivation. Zhao (1998) points out that it is the teacher’s duty and responsibility to inspire the students to speak English frequently. Zhao (1998) gives some examples about how to inspire the students. These are: behaving equally to each student, complimenting the student, being cheerful and appraising their ideas, being straightforward, patient and not getting angry.

Zhao (1998) mentions that teachers use various ways to assist students in English exercises in class like talking about a picture and debating it from prohibiting students from getting bored and assisting them to work more productively. Jie (1999) points out that it is very important to alter the pair-work or group-work activities to an English song, a game and a drama. Davis (1999) recommends that teachers should use different teaching methods and regard students’ interest and strength areas as doing this will encourage and motivate students and make them to participate more in the course. Brainstorming, audiovisual presentations, role-playing, case studies, small group work, debates, discussion, guest speakers or demonstrations are some types of teaching activities.

For Haozhanfg (1997), when the teacher performs oral communication in class, he/she should be very choosy. It is significant to set up a humanistic and warm environment to select each student to take roles. Davis (1999) points out that if the teacher motivates his/her students more, the students utter a more positive answer.

Niederhauser (1997) states that presenting and describing all the activities attentively is significant and explains the learners how these activities will assist them enhance their English skills. She points out that if the students do not understand how and why to perform the tasks, their motivational level will decrease and their anxiety level will increase. In addition to this, she states that a teacher can raise his/her students’ motivation by making a positive expression about imminent activities and transmit an excitement that is communicable. She illustrates a teacher’s positive expression by saying ‘‘I think you’re really going to enjoy our next activity’’. Learners do not have any difficulties with speaking until you ask them to speak English. Since, teachers cannot force their students to speak English: they can produce activities that can make them to talk. Niederhauser (1997) argues that producing activities that raise real communication will also increase motivation.

Skehan (1998) points out that if the teacher gives students sufficient time to prepare, the range of language used in the performance of a task raises. Thus, it is recommended to give students preparation time when the teacher encourages them to use the language. He also points out that preparation time raises motivation.

Deesri (2002) stresses using games to inspire our students to utilize the language. She points out that games have lots of advantages on language learning. First of all, they entrap students’ concentration and attention, second, they decrease students’ stress and finally, they give students an opportunity for actual communication. As it is stated by Shumin (1997), teachers can use visual aids as a beginner for communication in different ways.

Shumin (1997) claims that teachers should prompt students and give them an opportunity and reasons to use the target language in class as many students acquire English in these contexts and thus they can only exercise and act on each other by using target language in the class.

* 1. **Factors Preventing Students from Speaking**

There are lots of factors that stop learners from speaking. Therefore, teachers have to examine and identify their learners’ interests and needs in speaking and prepare their lesson program correspondingly but beyond everything else, teachers should bear in mind that if they want their students to be successful in speaking, they should spend more time on exercise this necessary language skill in class.

Gonzalez (2000) and Choi (as cited in Armitage, 2003) point out that the motivation of learners reduces since they are not revealed to communication in the target language in class. In addition to this, Swain (as cited in Nunan, 1995) powerfully claims that we learn to talk by talking and to read by reading. He also states that this is the ideology behind the communicative approach.

Bygate (1987, p. 11) stresses that one of the reasons for not speaking is because of time restrictions. He states that the writer has more time to make a plan in writing, whereas the speaker has to make a program, arrange the message and check the language to be used in a shorter time in speaking. Tait (2001) describes that learners cannot use their English language resources productively and they cannot be inventive without preparation time. He also states that with preparation time, some of the compulsion that comes with having to be inventive while using the language instinctively can be reduced.

* 1. **Views on Communicative Activities**

There are different types of activities that are used in teaching English to EFL learners in CLT. These activities are based on communication in context for a goal rather than practising the isolated language structures in mechanical exercises. The aims of communicative activities are the communication of meaning and they focus on fluency rather than accuracy. This means, fluency is more important than accuracy. The teachers teach language forms to the students during pre-communicative activities and then they do guided tasks. After, they pass to free communication tasks. These activities assist students to learn the functions of the forms and the meanings. Language researchers in different ways define these ‘‘activities’’.

According to the CLT principles the interests of elementary students are an important aspect in designing the activities. The students are proficient enough in English grammar in order to start learning English for communication at this level that will be beneficial for them in their departments. Thus, the EFL syllabus should involve communicative activities that are designed according to the CLT principles so the learners will have an opportunity to develop their communication skills.

Johnson (as cited in Richards & Rodgers 1986, p. 72) points out that there are components of an underlying learning theory which can be realized in CLT activities. ‘‘The first element is the communicative principle: Activities that involve real communication promote learning. A second element is the task principle: Activities that involve real communication promote learning. A second element is the task principle: Activities in which language is used for carrying out meaningful tasks promote learning. A third element is the meaningfulness principle: Language that is meaningful to the learner supports the learning process. Learning activities are consequently selected according to how well they engage the learner in meaningful and authentic language use’’.

Littlewood (1981, pp. 17-18) also states that communicative activities give students the chance to fully practice the language, become more confident and encourage natural learning in an entertaining way. In this way, the relationship between the teacher and the students grows and the language can be used in all situations.

* + 1. **Types of Communicative Activities**

There are many different examples of communicative activities that are suggested by language researchers in Communicative Language Teaching Approach.

Littlewood (1981, p. 20) states that there are two different communicative activities. These are ‘‘social interaction activities’’ and ‘‘functional communication activities’’. Social interaction activities contain simulations and skits, conversations, dialogues and role-plays and discussion. Functional communication activities contain such tasks as comparing a set of pictures, noting similarities and differences, putting the events in order in a set of pictures, giving instructions on how to draw a shape or picture, how to complete a map and solving problems from shared clues.

* + - 1. **Social Interaction Activities**

Giving learners opportunities to use the language in a suitable context and to create different relationships and social situations i.e. pair/group tasks: simulations, role- playing and conversations is the main goal of social interaction activities. Most of the teachers use role-play activities as social interaction activities in the classroom. In a role-play, the teacher gives different cue cards to student A and student B. The students work together unprepared for the circumstances in which they will come face to face. Every student should listen to his/her partner to give a convenient answer. While performing the role-play, they also have social roles like introducing themselves outside the classroom and they act as if the situation really exists. Therefore, they use the language to communicate while they are using the language fluently and accurately.

Littlewood (1981) points out that constituting the classroom in a social context is crucial. It should be real situations inside the classroom like outside the classroom. Because of this, he recommends four approaches to constitute the classroom in a social context. These are: discussion or conversation sessions, using the language for classroom management, based on role-plays and dialogues on school experience and using the foreign language like a teaching medium (p. 45).

Littlewood (1981, p. 43) also states that ‘‘the learners should also communicate in ways that are not functionally effective, but also conform in social situations to express themselves’’. While doing communicative activities, the students can use the language accurately inside the classroom. In other words, the students use grammatically correct sentences that are relevant to the specific situations and comply with the linguistic rules.

* + - 1. **Functional Communicative Activities**

The main goal of the activity is that students should use the language that will convey an intended meaning in certain situations.

Littlewood (1981, p. 32) states that finding the differences is one of the most effective functional communication activities. Student A and student B have a picture in this activity. The pictures are similar. For instance, two street scenes may be same but the numbers, colours or the positions of the objects are different. Thus, the students talk about the pictures to find out what the differences are.

Littlewood (1981) also points out that there are two basic uses of language in communicative activities. These are: a. using language to form information, e.g. group tasks: combining information, solving problems, etc. and b. using language to share information, e.g. pair/group tasks: finding differences, following directions, reconstructing story sequences identifying pictures, finding missing information, communicating pictures and patterns, putting pieces of information in order, etc.

* + 1. **Feedback on Communicative Activities**

The important part of the communicative activity is feedback. Littlewood (1981, p. 90) states that there is a communicative criteria that evaluates how communication takes place effectively in CLT. It is essential to be comprehended as he/she intended and an utterance is evaluated in a conversation. Additionally, the teachers give communicative feedback to the students if an utterance is successful or not for the communicative criteria. The teacher wants his/her students to pay attention to the effective communication of meaning: he/she must reinforce their attention by giving them feedback.

Larsen-Freeman, (1986, p. 135) points out that the teacher evaluates his/her students’ performance as a co-communicator or an advisor. The teacher can also use a communicative test for evaluation.

* 1. **Roles in Communicative Activities**

The roles of the teacher and the students in CLT are different from those in other methods.

* + 1. **Teachers’ Roles**

Maley points out that the teachers’ role will change. He states that ‘‘the teachers will need to set up tasks and activities in which the learners play the major overt role. It is then their job to monitor these activities and to modify and adjust them as time goes by’’, (as cited in ELT Documents, 1986, p. 124).

According to Littlewood, (1981, p. 19) the teacher’s function becomes less dominant. First, he/she is an observer. He/she checks the strengths and weaknesses of the students while doing the activities. Second, he/she may be a co-communicator. He/she participates in the communicative activity with the learners. He/she is also an advisor or a guide. He/she helps students if they don’t agree on any point or if they cannot cope with a situation. He/she helps and gives them advice.

A counsellor is another role of CLT approach. Richards and Rodgers (1986, p. 78) state that ‘‘in this role, the teacher-counsellor 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’’. The last role of the teacher is that of a group process manager where ‘‘it is the teacher’s responsibility to organize the classroom as a setting for communication and communicative activities’’.

Richards and Rodgers (1986, p. 78) describe the teacher’s roles as a counsellor, a group manager and a needs analyst. For them, first, the CLT teacher should decide and give an answer to the student’s language needs as a need analyst. It can be done formally or informally. The teacher personally talks to the learners one by one about their needs, learning goals and interests. Needs analysis can also be done by supplying and directing a needs assessment instrument. Therefore, the teacher organises his/her lesson that incorporate the students’ needs and interests.

The teacher is mostly a facilitator and a guide in our classrooms. He/she helps students if they cannot use the language. He/she gives examples by writing similar dialogues on the board or demonstrating the activities. He/she decides the roles of the students and prepares cue cards for them and while they are joining in the activities, he/she listens to them and gives feedback on the language forms that they use. Therefore, we can say that the teacher is also an organizer and controller while doing communicative activities.

* + 1. **Students’ Roles**

For Maley (ELT Documents, 1986, p. 89), the roles of the students will change. ‘‘They will no longer find that it is enough to follow the lesson passively, but will need to involve themselves as real people in the activities they are asked to undertake both inside and outside the classroom. This gives them at one and the same time more freedom and more responsibility’’.

Larsen-Freeman (1986, p. 131) points out that all the learners are communicators. Although their knowledge of the second language is not enough, they make themselves understood. They also learn how to communicate by communicating. The learners are responsible for their own learning.

Nunan (1989, p. 80) describes the different roles of the student in the classroom. These are: first, the students join in a social activity and the interpersonal and the social roles of the student cannot be separated from psychological learning processes. Second, the student is a negotiator and interactor who is talented and having the tendency to give and take. Third, the students have to take responsibility for their own learning, improving skills in learning how to learn and autonomy. Fourth, the students join in a process of a personal growth. Fifth, the students are an inactive recipient of outside stimuli. Finally, the student is a performer and listener who has little control on the content of learning.

* 1. **Views on Communicative Techniques for Teaching English**

There is a different view on classroom techniques that are important in teaching grammar communicatively and are useful to the teachers and the students. One of them is the use of language skills in teaching English effectively.

Frank and Rinvolucri (as cited in Nunan, 1991, p. 155) state that the classroom activities and exercises should focus on ‘‘context which stresses communicative rather than linguistic competence, language in action rather than language as sets of symbols to be manipulated, and ability rather than knowledge’’. For them, the tasks can be done to comprehend the language structures and the use of these structures in context.

It is beneficial to use a context in teaching and learning the language. The learners can learn the language in authentic context easily rather than short forms that only demonstrate the rules. We generally write and teach the grammar rules on the whiteboard and give exercises that are not communicate. They are only mechanical exercises but if the teachers teach these structures in context, the students can understand the language structures and their functions, too. They both will memorize the rules and will be able to use them in a suitable context for communication.

Elbaum (2001) uses real contexts for practising and teaching grammar like observations in a particular place, jokes, songs, real experiences from the students’ lives or the teacher’s life in a specific place, advice columns, commercials, phone menus, new reports, etc. The learners have chance to practise the language points in real contexts. For instance, for practising tenses, the learners listen or read the real problems of people and they give advice on how to find a solution to the problem. The learners learn grammar by using the language in authentic contexts. She also states that the grammar lesson can be effective if it is related to daily lives as learners learn about using the language in context such as finding a network or an apartment. The lessons also should be interactive and enjoyable. The learners can easily interact with each other in real contexts.

Celce-Murcia (1988, p. 11) gives her theories on teaching grammar. She believes techniques should differ according to the point being taught. For instance, while using modals and making requests, the language used depends on the relationship between the speaker and the interlocutor. She cites drama and interaction as ways to connect the structure and social function successfully.

Maley (as cited in ELT Documents, 1986, p. 124) points out that the techniques carried out in the CLT approach are task-oriented rather than exercise-centred. The students read and listen for information which they later discuss and find solutions in written or spoken form. The students also use integrated skills rather than isolated skills to accomplish their goal in doing activities.

Sarıçoban and Metin (2001) state that ‘‘after the integration of several sources and techniques, which are mainly based on communicative activities, the teaching of grammar gained a new insight. In the teaching of grammar, discourse match is used effectively in grammar lessons. The teacher uses well-developed and fascinating techniques to make the grammar lesson more interesting and beneficial’’. For instance, the teachers can use poems, games and songs as communicative activities in which the learners use the structures of language while they are communicating.

Nunan (1988) points out that ‘‘a basic principle underlying all communicative approaches is that learners must learn not only to make grammatically correct, propositional statements about the experiential world, but must also develop the ability to use language to get things done’’, (p. 25).

Dubin and Olshtain (1986) state the importance of using skills for real communication in the classroom. In other words ‘‘learners need to be presented with tasks which are concerned with language skills as real communication in real time in the classroom. The students should have a task-based syllabus which includes four skills’’, (pp. 100-101). For instance, in the speaking skill the learners can ask some questions to the interviewer in an interview in which they have an opportunity to ask real questions and get real answers. The learners should experience different situations in which they really explain their own opinions and ideas and join in true discussions and conversations.

* 1. **Authenticity in Communicative Language Teaching**

The teaching materials have an important role in CLT. They have been prepared to enhance communicative use of language in the classroom. In the traditional way, the materials are prepared structurally as course books that involve a common type of mechanical exercises, listening tasks and reading texts for practising and learning the language in the classroom but these do not motivate and encourage learners to learn language use rather than forms and join in classroom interactions. Therefore, CLT has designed authentic materials to provide a real life situation in the classroom to practise and learn the language for communication like the social life.

Authentic materials are the materials that the teacher uses in the classroom. These materials are taken from real life. Newspapers reports, radio reports, magazines, advertisements, visual sources and film reviews are all text-types that are used every day as authentic communication.

Widdowson (as cited in Kramsch, 1993, p. 178) points out that ‘‘authenticity does not lay in the text, but in the uses speakers and readers make of it. Authenticity in this view is a function of the interaction between the reader/hearer and the texts which incorporate the intentions of the writer/speaker. Authenticity has to do with appropriate response’’.

Dumitrescu (2000, p. 20) suggests that ‘‘authentic materials when appropriately selected and implemented develop tasks to provide a bridge between the linguistic skills of learners and their goals for future studies. These materials also provide a wealth of linguistic and conceptual content to learners who are focused on specific applications of their linguistic skills’’.

Wong, Kwok and Choi (1995, p. 318) also mention three phases in their approach to using authentic materials. First, focusing on personal answers to the topics of discussion, second, the evaluating and sharing of experiences and finally, combining language skills and acquired knowledge by means of design and completion of different tasks by the students themselves.

Nunan (1988, p. 102) states that there are two goals of using authentic materials. These are: the learners should recognize the authentic material as having a legal place in the classroom and the authentic materials should be related to the interests of the students by engaging his/her interests, experience and background knowledge through these, stimulate real communication.

Spelleri (2003) points out that real life is reflected by authentic materials that mean high interest. They have a high interest because there are three categories of learning that are cultural insights, language learning and practical application. These categories can be combined in the classroom by using authentic materials. Except for the textbooks, the students’ reality is reflected by these materials and make a connection between a classroom lesson and real life by combining events, factual information, names and places which the student use to enrich his/her life.

For Richards and Rodgers (1986), lots of components of Communicative Language Teaching have maintained the use of real life and authentic materials in the classroom.

According to Hymes (1972, p. 281), the Communicative Approach began from a language theory as communication and that the aim of language teaching is to improve communicative competence. Communicative competence can be described as what a person should know to be communicatively competent in a speech community.