



# Communicative Language Teaching

**Instructor Certification  
Service Quality Department  
Instructor Services Division**



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# CLT & Communicative Competence

- What is Communicative Language Teaching?
- What is Communicative Competence?
- What do we need to know about the Client in order to teach communicative competence?

## True or False?

Which of these statements accurately characterizes CLT?

	<b>T</b>	<b>F</b>
1. People learn a language best when using it to do things rather than through studying how language works.	<input type="checkbox"/>	<input type="checkbox"/>
2. Grammar is no longer important in language teaching.	<input type="checkbox"/>	<input type="checkbox"/>
3. Mistakes are not important in speaking a language.	<input type="checkbox"/>	<input type="checkbox"/>
4. CLT is only concerned with teaching speaking.	<input type="checkbox"/>	<input type="checkbox"/>
5. Lesson activities should be meaningful and involve real communication.	<input type="checkbox"/>	<input type="checkbox"/>
6. Dialogues are not used in CLT lessons.	<input type="checkbox"/>	<input type="checkbox"/>
7. Both fluency and accuracy are goals in CLT.	<input type="checkbox"/>	<input type="checkbox"/>

## Fluency and Accuracy

The sentences below are all requests for someone to open a door. Imagine that the context is **normal communication between two co-workers**.

Do the requests meet the criteria for fluency and accuracy?

- ▶ I want the door to be opened.
- ▶ Would you be so terribly kind as to open the door?
- ▶ Could you get the door?
- ▶ To opening the door.
- ▶ Would you mind opening the door?
- ▶ Open the door for me.

## False CLT Correction

### Level 4 Client

*Instructor:* So Yoshimi, how was the meeting?

*Yoshimi:* Meeting...is very busy...

*Instructor:* Ok, so you forgot the article and used the wrong verb tense.

*Yoshimi:* Article?

*Instructor:* Yes, we say **“THE”** meeting. **“THE”** is the article. And not **“IS”** but **“WAS”** because it’s the past tense. So, the answer is: **THE** meeting **WAS** busy. Repeat after me...

*Yoshimi:* THE meeting WAS busy.

*Instructor:* Correct. One more time.

*Yoshimi:* THE meeting WAS busy.

How did the Instructor correct the Client?

What are the disadvantages to this technique?

# CLT Correction

## Level 4 Client

*Instructor:* Hello Yoshimi. How was your day?

*Yoshimi:* Busy. I met that coworker today.

*Instructor:* That coworker? Is it someone I know?

*Yoshimi:* Oh no, he's a man at my office.

*Instructor:* Oh I see! 'That coworker' would be someone we both know. In this situation it's better to say 'a coworker'.

**(Instructor takes notes for the client to better understand the mistake and try once more)**

*Yoshimi:* Ah, okay. I met a coworker today.

*Instructor:* Great! Tell me more!

How did the Instructor correct the Client?

What are the advantages to this technique?



“I almost eat sushi every week.”

What is the client trying to say?

How did the mistake change the meaning?

## Level 5 Client

### *Clarify meaning:*

Instructor: So Toru, have you had lunch?

Toru: Yes, I had sushi. I almost eat sushi every week.

Instructor: Sorry? You almost eat sushi?

Toru : What? No, I eat sushi...not every week but...

### *Reinforce understanding:*

Instructor: Ah, I understand. We can say “I eat it almost every week” or “nearly every week”. What else do you do almost every week?

**(Instructor takes notes for reinforcement)**

Toru : Umm...I swim almost every week.

### *Continue the conversation:*

Instructor: Great! Where do you go swimming?

## Sentence Correction

Changes  
Meaning

- I was very boring at the party.
- Bill Gates is very rich. He has much money.
- I can't come to your party. I'll visit my parents.
- Can I lend the dictionary?
- Vancouver is a very safety city.
- In Japan, we don't have to drive a car without a license.
- She got married by an American last year.
- Come here, I'll teach you where the kitchen is.
- My sister is getting a baby.

## Try it Out

Instructor: *How was your friend's party?*

Client: *I was very boring at the party.*

Instructor:

Client:

Instructor:

Client:

Instructor:

Client:

Instructor:

Client:



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