



**PONTIFICIA
UNIVERSIDAD
CATÓLICA
DEL ECUADOR
SEDE AMBATO
SERÉIS MIS TESTIGOS**

DEPARTAMENTO DE INVESTIGACIONES, POSGRADOS Y

AUTOEVALUACION

TEMA: DEVELOPING SS COMMUNICATIVE COMPETENCE

THROUGH THE CLT APPROACH

**TEMA DE INVESTIGACION PREVIA A LA OBTENCION DEL
TITULO DE DIPLOMA SUPERIOR EN NUEVAS METODOLOGIAS
COMUNICATIVAS DEL IDIOMA INGLES**

**LINEA DE INVESTIGACION: DIDACTICAS ESPECIALES PARA LA
ENSEÑANZA DEL IDIOMA INGLES**

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AMBATO-ECUADOR

AGOSTO 2011

PONTIFICIA UNIVERSIDAD CATÓLICA DEL ECUADOR

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HOJA DE APROBACIÓN

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Y RESPONSABILIDAD**

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En tal virtud, declaro que el contenido, las conclusiones y los efectos legales y académicos que se desprenden del trabajo propuesto de investigación y luego de la redacción de este documento son y serán de mi sola y exclusiva responsabilidad legal y académica.

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Abstract

The inclusion of the English as foreign language in the educational curriculums around the world is due to the increasing demand for English. Nonetheless, the teaching of English represents a great challenge for teachers, who have to choose the most appropriate method to do this task. For this reason this text aspires to contribute to improving the teaching of English as a foreign language, by means of the analysis of the CLT method that is very popular and spread worldwide. In the present work the techniques, activities and resources most usual employed by the CLT method are stated in order to develop the communicative competence of English students, according to their social-cultural background. Likewise this study wants to offer views to get a meaningful learning, for this reason this work focuses on various definitions of communicative competence and the components of language

Resumen

La inclusión del Inglés como lengua extranjera en los currículos de muchos países, se debe a la demanda mundial de este idioma. Sin embargo la enseñanza del Inglés como lengua extranjera representa un reto para los profesores, quienes deben seleccionar el método más apropiado para dicha empresa, por tal motivo este documento aspira a contribuir al mejoramiento de la enseñanza del Inglés como lengua extranjera, a través del análisis del CLT método, que hoy es el más popular y extendido a nivel mundial. En este documento se enuncia las técnicas, actividades y recursos que CLT (communicative language teaching) método tiene, a fin de coadyuvar al desarrollo de la competencia comunicativa en Inglés enmarcada en la realidad socio-cultural de los estudiantes. Igualmente se propugna por el aprendizaje significativo del inglés, para lo cual se exponen varias conceptualizaciones acerca de competencia comunicativa y los componentes del lenguaje.

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CHAPTER I

1. The CLT method

1.1 Important details

Choosing the aptest method to teach represents a challenge for teachers, who must consider a lot of aspects. The method selected has to fulfill some guidelines; so that, it becomes the scaffolding on where the teachers as well as learners are able to improve their performance in the learning –teaching process.

The selection of a method to be used in the process of teaching-learning a foreign language has several problems to overcome. Amid the troubles that the teacher has got to face is that referred to the socio-cultural background of the learners, which determines the kind of learners we will bring up.

In addition, it is valuable to mention more aspects that interfere the teaching of a language, for instance the restricted time to teach, the lack of interest. On the other hand, the lack of clear educational policies from the state to teach English, consequently the teachers do not accede to good training programs to aid them to improve their performance.

1.2 Some Definitions of Communicative Language Teaching

Throughout the history of teaching a foreign language, there have been a series of methods to do it. Nonetheless, some of them have not borne fruits, for instance Audio-lingual and

Grammar translation are still very popular around the world, but unfortunately they turn the teaching of another language into a tedious task. As a response to the traditional methods the CLT appeared in the 1970s, gaining a great popularity in the world. Nowadays the CLT method is one of the most employed methods; therefore we will unveil the reasons for which it has been chosen for lots of teacher around the world.

Firstly, CLT is an approach to the teaching of second and foreign languages that emphasizes interaction as both the means and the ultimate goal of learning a language. A clear definition is given by WIKIPEDIA, considering the CLT as “communicative approach to the teaching of foreign languages” or simply the “communicative approach”.

Other authors have stated different theories of the CLT method. One of them outlines CLT as the theory that the primary function of language use is communication. Its primary goal is for learners to develop communicative competence (Hymes 1971), or simply put, communicative ability. According to a recent research made by Pearson highred (2007: 5) its goal is to make use of real-life situations that necessitate communication.

Sandra Savignon (2002: 1) enunciates that: “Communicative language teaching (CLT) refers to both processes and goals in classroom learning. The central theoretical concept in communicative language teaching is ‘communicative competence,’ a term introduced into discussions of language use and second or foreign language learning in the early 1970s.

Furthermore theories stated that the communicative approach in language teaching starts from a theory of language as communication; cited by Bhushan (2010:67). Moreover, according to Hymes (1972) the goal of language teaching is to develop communicative competence.

Meanwhile, Jack Richards (2006: 2) states “Communicative language teaching can be understood as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom”

Inasmuch as Communicative Language Teaching has been defined, it results convenient to enounce the aim of it; thereby the CLT aspires the following:

- To apply the theoretical perspective of the Communicative Approach by making communicative competence the goal of language teaching
- To apply the theoretical perspective by acknowledging the interdependence of language and communication.

According to the all definitions cited above they agree on the fact that the CLT method pursues the communicative competence as its main goal, which becomes at the same the most difficult issue to develop, especially for EFL students. In the CLT method teaching students how to use the language is considered to be at least as important as learning the language itself.

The Communicative language teaching offers numerous vantages such us the use of real-life that students are probably to encounter in real life situations that necessitate communication. On the other hand, the CLT gets to communicate in meaningful ways about meaningful topics which becomes a useful tool to learn.

The Communicative approach emphasizes the ability to communicate the message in terms of its meaning, instead of concentrating exclusively on grammatical perfection or

phonetics. Therefore, the understanding of the foreign language is evaluated in terms of how much the learners have developed their communicative abilities and competencies.

In essence, the CLT method considers *using* the language to be just as important as actually *learning* the language. In other words, the only way to learn is by doing.

1.3 The principles of the CLT

Effective teaching is not about a method. It is about understanding and implementing principles of learning. The CLT method is ruled by some principles, which help to use it efficiently, so in this context Pearsonhigher (2007:7) has pointed out eight basic principles of it.

1.3.1 Principle 1: Use Tasks as an Organizational Principle

Language teaching is based on a view of language as communication. That is, language is seen as a social tool that speakers use to make meaning; speakers communicate about something to someone for some purpose, either orally or in writing.

For decades traditional methods of language teaching have used grammar topics or texts (e.g., dialogues, short stories) as a basis for organizing a syllabus. With CLT methodologies this approach has changed; the development of communicative skills is placed at the forefront, while grammar is now introduced only as much as needed to support the development of these skills. The use of tasks as central units that form the basis of daily and long-term lesson plans. The rationale for the employment of communicative tasks is based on contemporary theories of language learning and acquisition, which claim

that language use is the driving force for language development, and the social interaction is powerful tool to teach and learn because it allow students share information and opinions, negotiate meaning, get the interlocutor's help in comprehending input, and receive feedback on their language production. In other words, tasks play an important role in shaping the language learning process.

In the CLT method tasks represent a the raw matter to teach and learn a language, Nunan (1989) considers a task as any classroom work which involves learners in comprehending, manipulating, producing, or interacting in the target language while their attention is principally focused on meaning rather than form (Nunan 1989: 10). Tasks have some features such as:

- They are meaningful
- They are compatible with the reality (real-world)
- They can be assessed in terms of outcomes
- The completion grows to be priority

1.3.2 Principle 2: Promote Learning by Doing

Learning by doing is the best option to learn because all learnt by students turns into meaningful beyond that difficult to forget, in this context, learners can integrate and articulate the new knowledge. Likewise they use language actively making possible the permanent practice of it.

Additionally learners should be encouraged to express their own meaning as early as possible after productive skills have been introduced. Such opportunities should also entail a wide range of contexts in which they can carry out numerous different speech acts. This, furthermore, needs to happen under real conditions of communication so the learner's linguistic knowledge becomes automatic.

1.3.3 Principle 3: Input Needs to Be Rich

We are exposed to a plethora of language patterns, chunks, and phrases in numerous contexts and situations over many years to acquire our native language. Such a rich exposure to language ultimately allows us to store language in our brains that we can retrieve and access as whole chunks.

Needless to say, there is no way we can replicate this rich input in the classroom alone in order to develop native-like language skills. Rich input entails “realistic samples of discourse use surrounding native speaker and non-native speaker accomplishments of targeted tasks”. This makes one of the most obvious necessities in teaching a foreign language that the student get to hear the language, whether from the teacher, from multimedia resources (TV,DVDs, video and audio tapes, radio, online), from other students, or any other source, and furthermore be exposed to as rich a diet of authentic language discourse as possible. In the classroom environment, this can be achieved through the use of a wide range of materials, authentic and simplified, as well as the teacher's maximum use of the Target Language.

The teacher needs to maximize the use of the target language as another way to create rich input in the language classroom is by using the target language (TL) as a means of

instruction. The most necessary for learners is to be exposed as much as possible to the TL because the greater the amount of input, the greater the gains in the new language (Cummins and Swain 1986). Students ask for an increase in the teacher's use of the TL. On the contrary, they feel as if were leaning nothing, Nevertheless, the input provided as information or concepts must be comprehensible to the students, otherwise no learning can occur.

Teachers have to find the right balance between the use of the TL and English, which makes sure student understand and at the same time maximizes the use of the TL.

1.3.4 Principle 4: Input Needs to Be Meaningful, Comprehensible, and Elaborated

A fundamental prerequisite for learning to occur is that the information we process must be meaningful. This means the information being presented must be clearly relatable to existing knowledge that the learner already possesses. This existing knowledge must be organized in such a way that the new information is easily assimilated, or "attached," to the learner's cognitive structure, this theory was developed by Ausubel in 1968. On language teaching, there have always been advocates of a focus on meaning as opposed to form alone, and of developing learner ability to actually use language for communication.

In addition to being meaningful, input should adhere to several general characteristics that make it potentially useful to the learner.

Pearsonhighered (2007:16) takes some important statements from Lee and VanPatten (1995) whom suggest, "The language that the learner is listening to (or reading, if we are talking about written language) must contain some message to which the learner is supposed to attend" (p. 38). In language learning, input cannot be meaningful unless it is

comprehensible. This means, the learner must be able to understand most of what the speaker (or writer) expresses, additionally he/she has to be able to figure out what the speaker is saying if he wants to internalize the messages and respond to them. Some authors state that Acquisition consists in large part of the building up of form-meaning connections in the learner's head. Features of language (grammar, vocabulary, pronunciation) can only make their way into the learner's mental representation of the language system if they have been linked to some kind of real-world meaning.

Some ways of creating rich input in the classroom environment are either through extensive use of the TL or through a wide range of authentic or linguistically rich resources. It also implies numerous challenges, particularly in regard to making such input accessible that is, meaningful and comprehensible to the learners. These challenges can be met by means of numerous input strategies mentioned below:

- Confirmation checks (e.g., "You mean. What you are saying is. . .")
- Comprehension checks, (e.g., "Is this correct?")
- The teachers answer students' questions
- Providing nonlinguistic input through body language (gestures, visuals)
- Modified language use through
 - a. Repetition
 - b. Slower speech rate
 - c. Enhanced enunciation
 - d. Simplifying language (e.g., high-frequency vocabulary, less slang, fewer idioms, shorter sentences)
 - e. Use of cognates

The strategies presented above indicate that students find confirmation checks, use of body language, visual representations, repetitions, slower speech rate, and occasional use of English more helpful with their comprehension of the input.

1.3.5 Principle 5: Promote Cooperative and Collaborative Learning

Cooperative learning has broadly been accepted and recognized as an excellent facilitator of learning where classrooms are organized so that students work together in small cooperative teams, such as groups or pairs, to complete activities. In Foreign language learning environments, students work cooperatively on a language-learning task or collaboratively by achieving the goal through communicative use of the target language. Especially in the latter case, if the learning tasks are designed to require active and true communicative interaction among students in the target language, they have numerous benefits on attainment.

While interaction normally involves input and learner production, learners cannot simply listen to input. Rather, they must be active conversational participants who interact and negotiate the type of input they receive. Speakers also make changes in their language as they interact or “negotiate meaning” with each other. They do so to avoid conversational trouble or when trouble occurs. In this way, the interaction functions like a catalyst that promotes language acquisition.

Through the assistance of the teacher and the social interaction, the learner is led to reach a potential that exceeds his current level of development.

Students are expected to interact with other people, either in the flesh, through pair and group work, or in their writings. If they work in groups the roles must be established by the teacher, so that, learners become more responsible of their learning.

1.3.6 Principle 6: Focus on Form

One of the debates about grammar teaching centered on the issue of whether to make grammar explicit or whether to have the learners figure out the rules themselves. In this context, *explicit* means that the rules become salient or are laid out to the learner at one point during the course of instruction. Within explicit ways of teaching grammar, “focus on form” which represents a fairly traditional approach to teaching grammar where “students spend much of their time in isolated linguistic structures in a sequence predetermined externally and imposed on them by a syllabus designer or textbook writer , yet meaning is often overlooked.

On the contrary, a **focus on form** approach to explicit grammar teaching emphasizes a form-meaning connection and teaches grammar within contexts and through communicative tasks. It also provides an overview of techniques ranging from self-instructional, discovery, teacher-guided, or teacher-student co-constructed approaches to making rules explicit.

1.3.7 Principle 7: Provide Error Corrective Feedback

A very interesting work made by Pearsonhighred (2007:19) stands out the role of the feedback on learning; identifying and stating two different kind of it:

- **Positive feedback** that confirms the correctness of a student's response. Teachers demonstrate this behavior by agreeing, praising, or showing understanding.

- **Negative feedback**, generally known as error correction, which has a corrective function on a student's faulty language behavior. As learners produce language, such evaluative feedback can be useful in facilitating the progression of their skills toward more precise and coherent language use. Both types are vital during a learner's inter-language development since they allow the learner to accept, reject, or modify a hypothesis about correct language use.

The study of feedback in learning situations has a long history. In language learning, many research studies have documented that teachers believe in the effectiveness of feedback and that students ask for it, believe in the benefits of receiving it, and learn from it. Yet the degree to which information provided through feedback aids a learner's progress is not always clear. Such a claim can be illustrated by what teachers frequently experience; namely, that their students, after receiving feedback, often keep making the same mistakes or even when they get it right initially, many still fall back into their previous and faulty language behavior. Achieving positive effects with error corrective feedback involves a long-term process that depends on corrective strategies and most of all on individual learner factors.

It is opportune to point out that feedback does not only constitute an element to fill the teacher's plans; on the contrary it is an extremely complex, which possesses techniques that are stated by Pearsonhigher (2007:20) in the following way:

- **Recasts**, when a teacher repeats a student's faulty language production, but in a correct way were the most widespread response to learner error. Yet recasts were in fact the least effective in eliciting learners to immediately revise their output. Instead, direct error corrective strategies that involved the teacher's help such as providing meta-linguistic clues or clarification requests were the most effective in stimulating learner generated repairs

The value of negative feedback lies in drawing learner attention to some problematic aspect of their inter-language.

In other words, many learners may require help in realizing their mistakes. Another factor that may also play a crucial role concerns the timing of that feedback. While the type of error corrective strategy may make a difference.

- **Learner readiness** may be the most decisive factor in predicting success in the acquisition process. Readiness implies that the learners are able to make a "comparison between their internal representation of a rule and the information about the rule in the input", if a learner makes a mistake and has no clue that he made a mistake, nor does he know what he did wrong, in other words there was no hypothesis that he was testing either, then any kind of error corrective feedback may simply be ineffective as the learner is not ready yet

In general, feedback is regarded as a facilitator to learning, despite many challenges in delivering it effectively. The provision of "error corrective" and "positive" feedback as a fundamental principle permeates all areas of instruction and constitutes a necessity in

support of the learning process. Language is created by the individual often through trial and error.

1.3.8 Principle 8: Recognize and Respect Affective Factors of Learning

Culture is recognized as instrumental in shaping speakers' communicative competence, in both their first and subsequent languages.

Over the years, consistent relationships have been demonstrated between language attitudes, motivation, performance anxiety, and achievement in foreign language learning. Needless to say, all teachers eventually experience how learners feel about the target language or how their attitudes toward it impact their motivation and subsequently their success.

Anxiety plays an underlying role in the learning process; it can manifest itself in many ways such as self-belittling, feelings of apprehension, stress, nervousness, and even bodily responses such as faster heartbeat. In this point Krashen (1982:32) proposes the hypothesis of the affective filter, which claims that "the effect of affect is "outside" the language acquisition device proper. It still maintains that *input* is the primary causative variable in second language acquisition, affective variables acting to impede or facilitate the delivery of input to the language acquisition device. The filter hypothesis explains why it is possible for an acquirer to obtain a great deal of comprehensible input, and yet stop short (and sometimes well short) of the native speaker level .When this occurs, it is due to the affective filter." It means if a student is open to learn without anxiety the language acquisition will occur easily. As well, there is a clear negative relationship between anxiety and learning success. Anxiety as a personal trait must be recognized and kept at a minimal

level for learning to be maximized, to control the level of learners' anxiety the teacher and the environment must supply confidence and any device which helps the learners.

1.4. The main techniques used by the CLT method

Given that the CLT method is worldwide accepted and used, it compulsorily requires having recourse to innovative techniques and activities; they allow the CLT to provide the indispensable scaffolding where the process of learning a foreign language might result funny and interesting. Beyond that the techniques will guide the teachers and learners to develop the communicative competence through the use of the language acquired. In the following lines, the most interesting techniques of this method will be enunciated.

1.4.1 Role play

Ms. Vijit Chaturvedi (2008) describes the role play as a technique in which students take the roles of different participants in a situation and act it out what might typically happen in that situation. The students are expected to be able to express their argument, idea, and even self-existence through certain roles in which the speaking skill is explored. The teachers however should consider some points in designing the activities, because not all students feel easy to speak or even to pretend to be someone else. Additionally It is a spontaneous human interaction involving realistic human behavior under artificial or stimulated environment .It consists of interviews or series of interview in which the participants or the trainees are provided with a role brief and a s et of circumstances which they need to enact.

Role plays represent one of the most important techniques used in CLT because they provide students an opportunity to practice their language in different social contexts and in different social roles.

Moreover Role plays promote the creativity of students and really vital to develop and practice new language they are acquiring, while in other side; teachers are merely needed to supply the materials which are completed with clear information and directions, so that the role of the teachers is only to control the students' works.

The role of the trainee consist of developing a strategies to how should he react or think in a particular situation and possible suggestive solutions for resolving the problem or analyzing the situation .He also learns and forecasts what the other party or as per the case may be what can be the other reaction. This technique thus not only leads to self learning about expected job outcome or to create a fit in the job but also helps in understanding others perception about the task or issue.

1.4.2. Debates

Debates are considered a technique typically employed by CLT method which encourages critical thinking, personal expression, and tolerance of others' opinions. In addition debates constitute a technique to facilitate the public performance of learners who will be able to respond immediately arguments, statements, but it is necessary to take into accountant that

their replying must be coherent according to the topic discussed. The teacher has to pay attention to important details of this technique, for instance:

- Compose a List of Debate Dos and Don'ts. Put together a list of action dos and don'ts for debaters. Display your list in a chart.
- Pick a Topic for Debate. Find and select a current event issues and debate the topic.
- Form a Debate Group. First see if there is a debate group already in your community; look at your school or find out if there is a local Toastmasters group. If not, you may want to form your own debate group. You can find some startup assistance ideas at
- Create a Guidelines List for Debate. Put together your own list of guidelines for conducting a debate. Publish your list so that others can use it. An alternative activity would be to develop a list of guidelines for conducting an online debate.

1.4.3 Information gaps

Information gap is a technique where learners are missing the information they need to complete a task and need to talk to each other to find it. Besides Information gap is extremely useful for various reasons, for instance, they offer an opportunity for extended speaking practice, they represent real communication, motivation can be high, and they require sub-skills such as clarifying meaning and re-phrasing. Typical types of information gap activities you might find include; describe and draw spot the difference, jigsaw readings and listenings and split dictations. Together students can complete any text by asking each other question. Through the use of Information Gap activities students practice listening and speaking, reading and writing at the same time, they skim and scan (reading

skills) for missing information, exchange information (listening and speaking) and jot down the missing information (writing) and use thinking skills in the process.

1.4.4. Projects outside of the language classroom

These projects are carefully connected to the kinds of language tasks that they will have to be performed when they complete their studies. In this way they develop independence, they learn how to function as communicators themselves and they learn to use language as a working tool to achieve their objectives outside of the classroom. I try to structure out-of-class learning opportunities for students on a ratio of three to one. In addition to increasing the overall quantity of language use, this sends the powerful message to the learners that they have power and control over their own learning. It also shows them that, even in foreign language situations, there are many opportunities for them to practice their language. Out-of-class tasks include the following:

- When the project is to be developed in groups, the teacher must assign roles to each integrant of the group, so that everybody is responsible of their acts
- Engaging in peer review sessions, in which they collaborate with a fellow student to review projects and assignments
- Conducting dialogue journals with the teacher via the Internet, if possible
- Taking part in conversation exchanges with learners from another knowledge level, who want to practice their English
- Projects and surveys, in which they collect information, in English, and bring it back to coming classes

- Doing language improvement projects in the independent learning center (in these projects they identify an aspect of their English they want to improve they formulate a learning objective, and write up a learning contract, which they carry out independently).

The use of English out of the classroom is the core of the practice language, nevertheless an odd situation is often warned by the teachers, this is related to the seeming proficiency in the use of the language (English) in the classroom, but out of the classroom the level of English turns void of meaning.

1.4.5 Building Vocabulary

This technique involves lots of attention and concentration from the students, ever since it basically consists of getting the meaning of the words through the context, above all in reading activities which provide context clues. It is likely to detail the stages of this technique, as:

- Presentation stage: organize class interaction to elicit new words and present them. An alternative is, at the, doing some scaffolding, i.e. helping students to acquire new vocabulary through the building up of a target language structure over several turns. Some teachers, however, do not follow exactly the same way. At this stage, they prefer to provide students with vocabulary that they believe is new because it appears on the glossary of the textbook; otherwise, it is judged by intuition to be new.

- There are different types of context clues, including: cause and effect; contrast or opposites; synonyms or paraphrases; and, examples. The cause and effect type is a word in a sentence that causes something to happen and an effect is produced by it. This will assist in understanding the word meaning. For example, ‘our *dawdling* on the beach made us *late* for the start of the game’.
- Contrast or opposite type of context clue. In this clue, two words that are opposite to each other are used in the same sentence. For example, ‘the shirt was *large*, but the jacket was *petite*’. The synonym or paraphrase context clue refers to similar words or phrases used within a sentence or paragraph and assists in understanding the meaning of the word. For example, ‘we set sail on the *ocean* and went out to *sea*’. With the example type of context clue, the category in which an example is given will help you understand the meaning (such as, ‘the *Persian* is a very fluffy *cat*’).
- Split it into syllables. If you know the meanings of these word parts, your chances of understanding the word are greatly increased. Here, it results convenient to recall the use of prefixes and suffixes
- Along these same lines is breaking words into prefixes, suffixes, and roots. These will also help you to understand the meaning of the word. Another method of developing your vocabulary is to take your time. Learning too many words at once will lead to overload and will be ineffectual. Try and associate words with your own understandings and existing knowledge. This will allow long-term memory retention.
- Use of pictures, students feel more confident drawing.

1.5. The CLT and grammar

Certainly CLT is not grammar-driven, it is meaning-driven. Nonetheless it does not mean conflicting with Grammar, which indeed represents a vital part of Language. Remember that when we communicate we use language that is a structured system, it means full of grammar constructions.

But there have always been theorists and teachers pointing out that grammar is necessary for communication to take place efficiently, even though their voices may for a time have been drowned out in the noise of learners busily practicing in pairs. This is such self-evident common sense that, from the vantage point of the present, it seems odd that it should ever have been seriously so that they are able to understand its function and meaning. Only then is their attention turned to examining the grammatical forms that have been used to convey that meaning. The discussion of grammar is explicit, but it is the learners who are doing most of the discussing, working out , as much of their new knowledge of the language as can easily and usefully be expressed. On the other hand, talking about grammar is postponed until the learners themselves can contribute by bringing to light what they already in some sense ‘know’, the unspoken message is that the process of acquiring the new knowledge is one which takes place inside them and over which they have some control. Indeed, with the recent emphasis on training learners to learn efficiently, this message is likely to be explicitly discussed.

Nunan (1999:9) enunciates that grammar has to be taught communicatively. “In a teaching methodology that reflects what we currently know about second (or foreign) language

acquisition, grammar and vocabulary are taught communicatively. Grammatical patterns are matched to particular communicative meanings so that learners can see the connection between form and function. Learners learn how to choose the right pattern to express the ideas and feelings that they want to express. They learn how to use grammar to express different communicative meanings. Words are grouped meaningfully and are taught through tasks involving semantic networking, concept mapping and classifying. Such a methodology enables learners to recombine the familiar in unique ways and thus achieve the creativity in language use.”

While involvement in communicative events is seen as central to language development, this involvement necessarily requires attention to form. Communication cannot take place in the absence of structure, or grammar, a set of shared assumptions about how language works, along with a willingness of participants to cooperate in the negotiation of meaning. Grammar is not unimportant.

They sought rather to situate grammatical competence within a more broadly defined communicative competence.

Before the use of the CLT method, it was believed that the more grammatical rules were taught the sooner students got the language; the problem came up when those grammar issues were presented in an isolated form, so they quickly became boring tasks, which must be rejected.

1.6. Instructional Material

Every method entails the employ of materials, which have the primary role of promoting communicative language use and influences the quantity of classroom interaction and language use. Ravi Bhushan (2010:70) mentions three kinds of materials used in CLT being the following:

- Text-based: The contents of the text books designed to support CLT suggest kind of grading and sequencing of language practice. In fact they are written around largely structural syllabus with slight reformatting. A typical lesson consists of a theme, a task analysis for thematic development (asking questions to obtain clarification, taking notes etc), a practice situation description, comprehension questions and paraphrase exercises.
- Task-based materials: A variety of games, role plays, simulations and task based activities have been prepared to support CLT. These are in terms of exercise hand books, cue cards, activity cards, pair communication materials.
- Realia: Many proponents of CLT prefer the use of authentic material in the classroom. These can be language based real like signs, magazines, advertisements, newspapers, maps pictures, symbols, charts, graphs etc.

Materials need to be authentic to reflect real-life situations and demands. One of the instructional practices promoted by communicative language teaching (CLT) is the extensive integration of authentic materials in the curriculum.

Authentic materials refers to the use in teaching of texts, photographs, video selections, and other teaching resources, but they were not specially prepared for pedagogical purposes, in this case we can cite some examples of authentic materials, thus announcements, conversations and discussions taken as extracts or as a whole from radio and television public broadcasting, real-life telephone conversations, messages left on answering machines, or voice mail.

The employment of authentic materials constitutes a useful tool to learn English, since they entail authentic language and reflect real-world language use. In a few words, they expose students to real language in the kinds of contexts where it naturally occurs. Furthermore, they relate more closely to learners' needs and hence provide a link between the classroom and students' needs in the real world. The use of authentic materials also supports a more creative approach to teaching; that is, its use allows teachers to develop their full potential, designing activities and tasks that better match their teaching styles and the learning styles of their students.

For the suitable use of authentic materials, the role of teachers is really relevant as they must be prepared to spend a considerable amount of time locating fitting sources for materials and developing learning tasks that accompany the materials and scaffold the learning process through will address skill development and scaffolding the learning process in more detail.

CHAPTER II

2. Foreign Language

2.1 Definition of Foreign Language

Identifying what a foreign language is represents a huge advance to teach and learn such a language because throughout the history of teaching-learning a different language many misconceptions have emerged; being one of them the belief of studying another language makes people become bilingual. Therefore, the correct interpretation of what a foreign language is results urgent; for this reason a foreign language is a [language indigenous](#) to another country. It is also a language not spoken in the native country of the person referred to, i.e. an English speaker living in any Spanish spoken country can say that [Spanish](#) is a foreign language to him or her. These two characterizations do not exhaust the possible definitions, however, and the label is occasionally applied in ways that are variously misleading or factually inaccurate.

Most schools around the world teach at least one foreign language where compulsory lessons in a foreign language normally start at the end of [primary school](#) or the start of [secondary school](#). In some countries lessons are taken entirely in a foreign language in order to be more involved with the target language.

The establishment of Foreign Languages as Core Subjects depends upon the national educational policies in each country and how the language (foreign) is included in the curriculum.

2.2 English as Foreign Language

Nowadays, to be able to speak another language constitutes a useful tool to communicate, use technology, work, travel and a great amount of activities. Nonetheless, not all languages on the earth can convert in the universal language. Subsequently it is found out that English is the one *lingua franca* practically indispensable for any geographical or intellectual adventure. Some would regret this and among the first would be many English-speaking people. EFL - English as a Foreign Language - Is a term used when English is taught in a country where English is not the country's first language. EFL is usually taught by teachers whose native language is not English.

English as an international or global language is instructive. Such wide adoption of one language in both international and intra-national contexts is unprecedented. English users today include (1) those who live in countries where English is a primary language, the United States, the United Kingdom, Canada, Australia, and New Zealand; (2) those who live in countries where English is an auxiliary, intra-national language of communication (3) those who use primarily English in international contexts, in countries like China, Indonesia, Japan, Saudi Arabia, and Russia.

The number of people who speak English in the world today outnumbers native speakers by more than two to one, and the ratio is increasing. Models of appropriateness vary from context to context. The use of the English language has become so widespread that everybody needs to acquire it as an essential tool to be in the globalized world

2.3 The importance of classroom as social context to teach English as a foreign language.

One of the most essential elements to teach and learn a foreign language is the classroom because it constitutes the principal space to use English. Simply to say, students can exchange experiences with their peers by speaking or writing. In this controlled environment learners feel confident using the language they are learning; they do not get frightened of making mistakes.

If language use is essential for the development of communicative competence, then the nature and amount of foreign language use in the classroom setting needs to be compulsory. Sometimes a real dialogue takes place between the group of students and the teachers in order to find in common the best solutions. Teachers and learners must both collaborate in the classroom and continually reflect and self-develop in order to move to higher levels of autonomy.

Another relevant issue to convert the classroom into the main space to use the language refers to the equipment with technology to facilitate the learning process, for instance, E-mail, chat rooms, on-line teaching materials, and video-conferencing are, in effect,

redefining the concept of “classroom” , obviously if feasible. Consequently all of these elements aid to extrinsic motivation.

For Marland & Jeong-Bae Son (2004) CLT classrooms are frequently characterized by a number of features that are listed next:

- A stress on the language use rather than the language knowledge; better emphasis on fluency and appropriateness in the use of the target language than structural correctness
- Minimal focus on form with corresponding low emphasis on error correction and explicit instruction on language rules or grammar;
- Classroom tasks as well as exercises which rely on impulsiveness and student trial-and-error and that encourage negotiation of meaning between students and students and teachers
- Use of authentic and real materials;
- An environment that is lively , not extremely formal, supports risk-taking and endorses student autonomy;
- The teachers role is more as a facilitators and participants rather than the traditional didactic role;
- Students are actively involved in interpretation, expression and negotiation of meaning.

(Marland & Jeong-Bae Son ,2004, p.2)

2.4 EFL Learners

Learning English represents a really difficult job that not everybody is ready to do it, due to a lot of hindrances that this learning implies. Amid of the barriers that students must face every day, we have the following:

- The use of traditional methods
- Tedious materials
- Restricted time to learn (5 hours per week in Ecuador)
- Lack of a satisfactory environment to learn
- Inappropriate infrastructure
- English as a meaningless subject

One way to overcome the obstacles that learners have is to change the view of them (This change is feasible by means of the use of the CLT method). It means from passive (reproductive roles) to active learners, which involves more participation by using authentic material, over all communicating their opinions, ideas, thoughts (real communication). Mohammad Tofazzal (2008:16) says that students are communicators, who must negotiate the meaning in trying to make themselves understood even when their knowledge of the target language is incomplete. This approach allows students to be more responsible and manage their own learning, this makes possible the creation and recreation of the Target language in the classroom and out of it.

A fact that largely influences on the learning of English is motivation regarded as a kind of drive or interest that encourages somebody to achieve a goal. In this context, we can

differentiate two types of motivation: intrinsic and extrinsic. The first one comes from the inside of learners, while the latter refers to an external factor to learn, simply put, if students are not motivated, there will not be any method to make them learn English.

In addition, Focus on the Learner Learners' communicative needs provide a framework for elaborating program goals with regard to functional competence. Functional goals imply global, qualitative evaluation of learner achievement as opposed to quantitative assessment of discrete linguistic features.

2.5 EFL Teachers and their role

The role of the teachers on traditional methods was the central key to teach English. The teacher became the main source of knowledge, it did not matter if he/she made errors, the teacher was always right. This situation luckily changed for sake of the implementation of the CLT method.

In the CLT method the role of the teacher depends on the autonomy he can achieve. Instead of having their roles dictated to them, teachers are encouraged to obtain and assert some autonomy in pedagogic decision making in that they know how to act autonomously within the academic and administrative constraints imposed by institutions, curricula, and textbooks.

According to the main guidelines of the CLT method the role of the teachers consists of being a presenter, designer, organizer, guide, discussion leader, resource provider, needs analyst, and facilitator in order to lead the students. Pearsonhigherd (2007: 15) establishes

and provides helpful steps to facilitate the performance of an EFL teacher. Noticeably if the EFL teacher is able to improve his/her activity, that will aid students to get a successful use of the language. Therefore, those steps are detailed next.

1. Do not constantly switch back and forth between the TL and the students' L1. Use the TL in longer chunks as much as possible. Although some purists suggest that the use of the TL and students' native language must be kept distinctively separated, switching between different languages is a common language phenomenon that occurs in any normal social interaction between speakers who share knowledge of the same languages. This language behavior is known as **code switching**. As such, code switching must be seen as a vital communication strategy. Students should not be discouraged from using code switching if they do not know how to say something in the TL and if it keeps the communication afloat. Nevertheless, code switching is different from language behavior where a teacher begins a sentence in one language and ends it in another or constantly switches back and forth between languages due to either lack of proficiency skills or laziness.

2. Set a good example for the students. Do not expect students to use the TL if you cannot use it consistently yourself. Thus the teacher again constitutes

3. Provide clear guidelines. You need to let your students know when it is appropriate to use English in the classroom and for what purposes.

Set aside specific times during each class for the use of English. For example, students most frequently request English for task instructions, brief explanations of grammar, or confirmation checks. Adhere to these guidelines as much as possible.

4. Discuss the rationale for using the TL in the classroom early in the term. Let students know why it is important to use the TL extensively in the classroom. For communicative purposes, it is critical for students to realize they do not need to understand every single word at all times.

In conclusion, teaching English as a foreign language requires numerous efforts; especially from teachers who must select the appropriate material, interesting tasks; thus students become motivated and interested in learning English. Nowadays, learners have turned more active, due to the use of technology.

Another important issue to learn a foreign language constitutes the presence of a good environment in or outside the classroom; in other words to create spaces to use the language acquired. It means foreign students become competent in the use on the language acquired in natural situations.

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CHAPTER III

3. Communicative Competence

3.1 Definition of Communicative Competence

Communicative competence is a term in linguistics which refers to a language user's grammatical knowledge of syntax, morphology, phonology and the like, as well as social knowledge about how and when to use utterances appropriately.

Dell Hymes approaches language from a social-cultural viewpoint. According to him, linguistic competence is only a part of communicative competence.

Another important contribution to understand what communicative competence means is given by Sandra Savignon (2002: 7), who states the integration of the four components of the communicative competence. Fig 1.

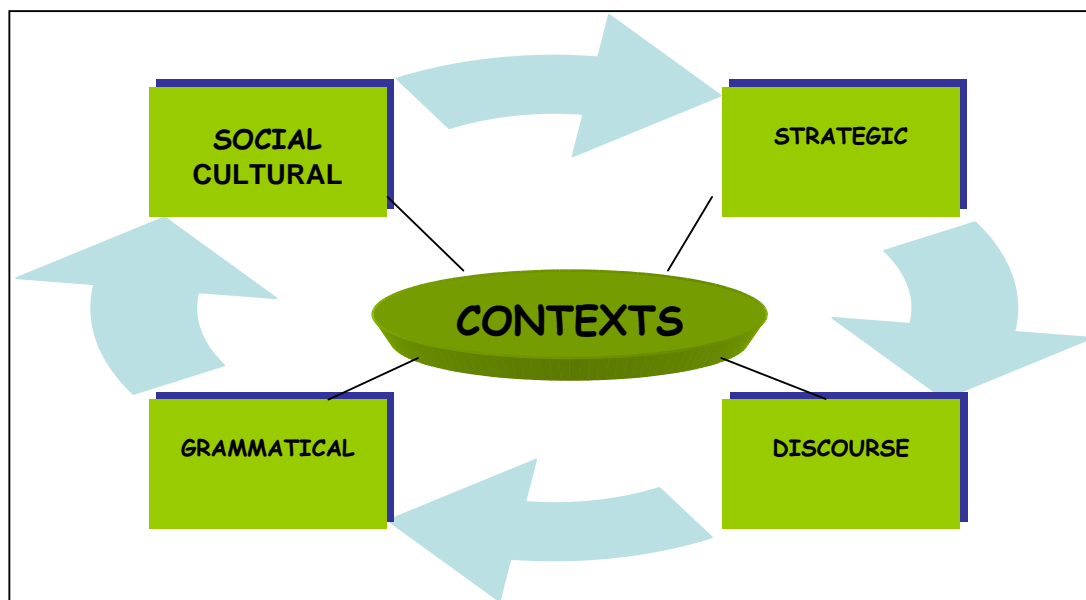


Fig. 1 Components of the Communicative competence

3.1.2 Chomsky's view of Communicative Competence

One of the most relevant contributions to understand competence, in a communicative view, was made by Chomsky in 1965 in his book *Aspects of the Theory of Syntax*, where he delineates the main aspects of linguistic competence (system of linguistic knowledge possessed by native speakers of a language), above all, we can mention the following :

- Competence is the perfect knowledge of an ideal speaker-listener of the language in a homogeneous speech community.
- Linguistic knowledge is separated from socio-cultural features
- Linguistic theory is concerned primarily with an ideal speaker-listener, in a completely homogeneous speech community, who knows its language perfectly and is unaffected by such grammatically irrelevant conditions as memory limitations, distractions, shifts of attention and interests, and errors (random or characteristic) in applying his knowledge of the language in actual performance.

Additionally, Chomsky states two essential stages in order to understand in a better way the communicative competence. For this, he establishes the distinction as well as the relation between Competence and Performance. First, we will treat

a. Competence and Performance (Distinction)

Evidently, there is a distinction between competence and performance, which is proposed by Chomsky. He defines competence as the ideal user's knowledge of the rules of his

language, and performance the actual realization of this knowledge in linguistic communication. According to Chomsky, a speaker has internalized a set of rules about his language, which enables him to produce and understand an infinitely large number of sentences and recognize sentences that are ungrammatical and ambiguous. And speakers' linguistic knowledge permits them to form longer and longer sentences by joining sentences and phrases together or adding modifiers to a noun. Whether you stop at three, five, or eighteen adjectives, it is impossible to limit the number you could add if desired. Very long sentences are theoretically possible, but they are highly improbable. Speakers of all languages have the knowledge to understand or produce sentences of any length. When they attempt to use that knowledge, though when they perform linguistically, there are social, physiological and psychological reasons that limit the number of adjectives, adverbs, clauses, and so on.

Linguistic performance may vary from speaker to speaker due to various factors. This is why some people speak eloquently or express themselves fluently, but some cannot. The use of one's linguistic competence is not innate. One can learn a language if he lives in a given environment. An American child can acquire Chinese if he lives in China when he is quite young. Likewise, a Chinese child can acquire English if he lives in an English-speaking country. When we speak we usually have a certain message to convey. At some stage in the act of producing speech, we must organize our thoughts into strings of words. But sometimes the message gets garbled. We may stammer, or pause, or produce "slips of the tongue". In this framework, Chomsky states two stages that will aid to understand in a better way the communicative competence.

b. Competence and Performance (Relation)

In brief, the relation between competence and performance is just like that “knowing something” is not the same as “doing something”. Abstract concept of competence and actual acts of performance are quite different phenomena and you cannot directly infer one from the other. What we know cannot be equated with what we do. A speaker’s competence is stable, while, his performance is particular, variable, and dependent on circumstances. Linguistic competence is not postnatal, but innate. The linguistic system: the sounds, structures, meanings, words, and rules for putting them all together is learned subconsciously with unawareness that rules are being learned, just as we may be unconscious of the rules that allow us to stand or walk, or to crawl. Linguistic competence underlies linguistic performance. A speaker still has his linguistic competence even if he does not speak.

Nonetheless, Chomsky’s theory about competence and performance as innate activities of human beings; Stern (1992:73) explicates that, “Competence represents proficiency at its most abstract and psychologically deepest level”. In other words competence (communicative) requires more than grammar rules or the capacity for producing and reproducing them. It is necessary to involve all the aspects of the human beings, especially those bound to willingness, readiness, feelings, emotions and so on.

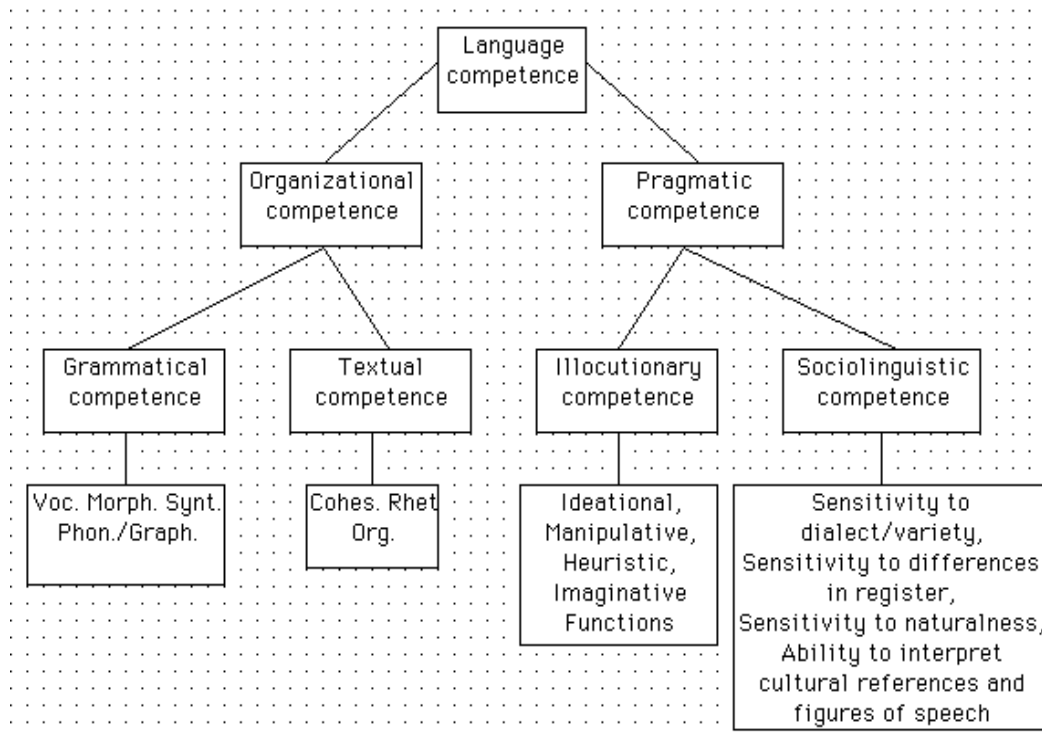
Canale (1983:7) claims that language teachers need to teach is no longer just linguistic competence but also socio-linguistic competence, it refers to the use of the communicative competence in society and how it influences social behavior.

3.2 Other definitions of communicative competence

3.2.1 Lyle Bachman (1990)

Lyle Bachman's appears as one of the newest views of communicative competence best described in schematization of what he simply calls Language Competence, contrasting Chomsky's view. In fact, Bachman proposed a distinction between language competence and communicative language ability (namely a distinction between linguistic competence and meta-linguistic competence).

In his schematization, Language Competence consists of Organizational competence (implies rules and principles of language) and Pragmatic Competence (how the language is used or applied in social contexts) this can be seen in the figure below.



Source (Bachman, Lyle. 1990)

As it is visible Bachman states two main branches in the language competence, the first one refers to Organizational Competence and the second related to Pragmatic competence.

Bachman also establishes that organizational competence takes into account the importance of grammatical competence and textual competence, meanwhile pragmatic competence embraces Illocutionary and Sociolinguistic competence.

Following with Bachman's theory, it results pertinent to mention the basic definitions of the most relevant elements on this.

a. Grammatical competence refers to a language learner's knowledge of, and ability to use the grammatical system of the target language. Since grammar reflects cognitive organization.

b. Textual competence refers to the ability to understand and produce well-organized and cohesive text in both written and spoken contexts. Rhetorical organization refers to the overall conceptual structure of the text, and the effect this has on the reader or listener. Textual competence also refers to the use of language conventions to establish, maintain and terminate conversations.

c. Pragmatic Competence is explained by Bachman as the use of the language in different spaces for that we need the following:

- **Illocutionary competence**

Illocutionary competence refers to a person's ability to understand not simply the words one is using, but the message that one is trying to convey through those words.

According to Bachman, illocutionary competence can be divided into four functions:

ideational, manipulative, heuristic and imaginative. It is somewhat arguable how far, say, manipulating (or sensing an intention to manipulate) is a pragmatic, discourse-based activity, or indeed a strategic one, but for the purposes of this paper, we will stay within the Bachman model.

Ideational functions, according to Bachman, refer to the use of language to exchange information and feelings about that information language ability.

Manipulative functions the primary purpose of utterances with a *manipulative* function is to affect the world around us. They help to get things done, to control the behavior of others, to build up relationships. Even at the very simple level of the language in which commands are expressed. For instance, in the calmer world of business writing, we again find evidence of the crucial role of figurative language in performing manipulative functions.

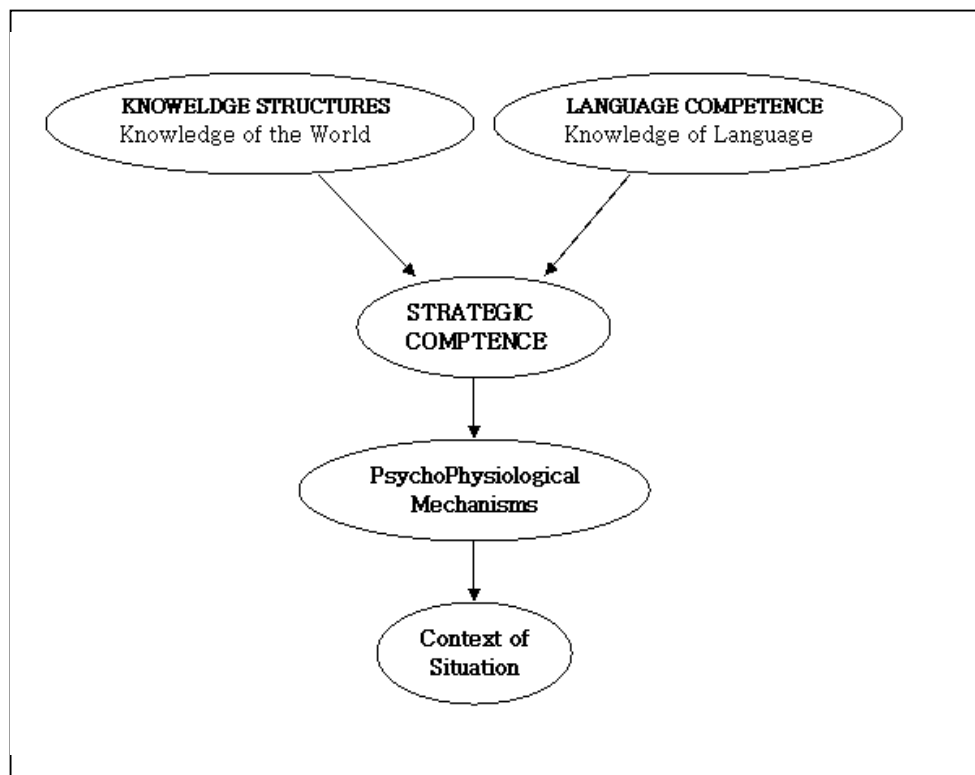
Heuristic functions Bachman's third component of illocutionary competence, the *heuristic* function, refers to our use of trial and error, or *ad hoc* devices, to learn and teach others about the world around us. Learners working in a second or foreign language are highly likely to have to work out how to cope with temporary or *ad hoc* metaphor.

Imaginative functions Bachman's fourth component of illocutionary competence is the *imaginative* function, which refers to our ability to create and extend our environment for humorous or aesthetic purposes. This clearly covers virtually all literary or poetic uses of metaphor, whether in formal literary contexts, conventional interactive contexts like

children's counting out games and nursery rhymes, or informal conversational attempts to be witty or funny.

d. Sociolinguistic competence

Littlemore quoted (2006) Bachman's phrase 'the ability to interpret cultural references and figures of speech' highlights the fact that, in order to understand metaphor, it is necessary to appreciate the extended meanings and evaluations given by a specific culture to particular events, places, institutions, or people. The knowledge of shared cultural references is necessary if one is to understand or produce the target language with any degree of accuracy. It might be understood better in the following figure:



Source (Bachman, Lyle. 1990:85)

Bachman has noticeably explained the components of the communicative language ability; where the relation between knowledge structures and language competence ensues in the capacity to manage language to understand the surrounding context. Yet this can never be completed without knowing the functions of the language, given that to be competent to use of any foreign language it turns crucial to point out these functions.

Language Functions

- Functions are the purposes that we accomplish with language, e.g., stating, requesting, responding, greeting, parting, etc.
- Functions are directly / indirectly related to forms.
- Communication is functional, purposive, and designed to bring about some effect.
- Communication is a series of speech acts, which are used systematically to accomplish particular purposes.
- Foreign language learners need to learn speech acts to accomplish the purpose of communication.

3.2.2. Michael Canale and Merrill Swain (1980)

These linguists claim that Communicative competence consists of four different subcategories, which are:

- 1. Grammatical competence:** focuses on sentence-level grammar. The knowledge of the grammar code

2. **Discourse competence** : focuses on inter-sentential organization mastery of how to combine grammatical forms and meanings to achieve a unified spoken or written text in different genres”
3. **Sociolinguistic competence**: focuses on socio-culturally appropriate use of language which utterances are produced and understood appropriately in different socio-linguistic contexts”
4. **Strategic competence**: the verbal and nonverbal communication strategies that may be called into action either **to enhance** the effectiveness of communication or **to compensate** for breakdowns (through paraphrase, circumlocution, repetition, hesitation, avoidance, and guessing, as well as shifts in register and style.

3.2.3 Wiemann John and Backlund Philip

Wiemann and Backlund (1980:188) view communication competence as: “the ability of an interactant to choose among available communicative behaviors in order that he may successfully accomplish by employing skills his own interpersonal goals during an encounter while maintaining the face and line of his fellow interactant within the constraints of the situation [adaptation and appropriateness]”

Therefore, communication competence resides in the human cognitive domain, but both the process and product are demonstrated through the use of skills in the expression of verbal and nonverbal communication. Cognitive intelligence would be the internal

processing mechanism of *communication* messages while the communicative behaviors would take these messages beyond the confinement of the cognitive domain.

3.3. Communicative Principles and Activities

Zhou Yan, quoted by Qian Li WU (2007:16) proposes “the ultimate goal of foreign language teaching is to enable the students to use the foreign language in work or life when necessary. Thus we should teach that part of the language that will be used (rather than all parts of the language); and we should teach language in the way that is used in the real world. However this is not always the case in the present day foreign language teaching practice. Very often there is a big gap between the use of language in real life and the traditional foreign language teaching pedagogy.” In other words he states to teach students to become competent by including the knowledge or awareness of: when to say, where to say, to whom to say, what to say, how to say. It means to use language to communicate in a real way.

Given that, to teach learners to develop their communicative competence represents a rough issue, there are two notable stages to achieve this goal. In this framework it can be mentioned:

- Language use in real life
- Traditional language teaching pedagogy

As it is evident, differences come out between these two stages; those were alluded by Qian Li Wu (2007:17) in this manner:

1. In real life, language is used to perform certain communicative functions; in traditional pedagogy, the teaching focus is on form rather than functions. So when students have learned a lot of sentences or patterns, they do not know their functions. Thus they are unable to use them appropriately in real social situations.
2. For various reasons, traditional pedagogy tends to focus on one or two language skills and ignore the others. For example, due to the needs of language learning in the 19th century, the grammar-translation method emphasized reading and writing skills and virtually ignored listening and speaking skills. In real language use we use all skills, including the receptive skills of listening and reading, and the productive skills of speaking and writing.
3. In reality, language is always used in a certain context, but traditional pedagogy tends to isolate language from its context.

To conclude, the communicative competence is not only speak and speak without any sense, on the contrary is to use the language in the opportune moment, considering all functions of the language. Moreover, it should be understood that communicative competence relates both knowledge and performance. A competent communicator must acquire appropriate knowledge of the principles (norms or rules) of human communication relevant to his or her experience of communicating in various cultural settings. Besides, a competent communicator has to develop the ability to perform appropriately in these settings, taking a wide range of factors into account. Thus it is usual to know certain rules of communication-effectiveness but be unable to perform in accordance with these rules in real life.

CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

- ❖ The success or failure of the teaching-learning process depends intrinsically on the selection of the correct method, which has to provide the scaffolding to get a meaningful learning.
- ❖ The use of CLT method becomes the more suitable method to teach English as a Foreign Language, since it is so flexible that could be adapted to the social and cultural students and teachers background.
- ❖ The CLT method provides innovative techniques, which encourage students to become more involved in the learning process as well as in the classroom or out of it.
- ❖ The role of the EFL learners as well as the EFL teachers have changed under the use of the CLT method where the learner centerness prevails, meanwhile the teachers turns into the guide, the motivator.
- ❖ The communicative competence (in English) could be developed by means of the employment of the CLT method, which offers various alternatives to get it.

Recommendations

- ❖ Do not consider the CLT method as the only one to be used to teach a foreign language, there are more methods that can help to do it.
- ❖ It is necessary to adapt any method to the real cultural and social environment of the learners.

- ❖ Avoid misconceptions of key aspects of language: such as communicative competence, foreign language.
- ❖ Do not set so high expectations respect with the implementation the CLT method, which are not possible to achieve.

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