What is CLT?

• An approach based on the view that language learning means learning how to communicate effectively in the world outside the classroom.
Communicative Language Teaching (CLT)

- an approach to language teaching methodology that emphasizes authenticity, interaction, student-centered learning, task-based activities, and communication for real-world, meaningful purposes.
Main features of CLT

• Goal = to communicate in the target language
• Emphasis on meaning and using the language rather than on the structure or form of the language
• The four skills are developed simultaneously.
Main Features of CLT

• One role of the teacher = that of a facilitator—helps Ss to work with the language

• Ss often interact through pair or group work.

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The Presentation, Practice and Production (PPP) Lesson

• PPP is used particularly when teaching aims at presenting new language.
• In PPP the presentation is done contextually by showing the students the meaning of what they are going to learn.
• Presentation is then followed with controlled practices focusing on the new language.
• Activities sum up with production activities, through less control practice where students use the new language in a communication process.
Presentation techniques and Introductory Activities

• Presentation techniques are ways to present (introduce to the learners for the first time) new language such as vocabulary, grammatical structures and pronunciation.

• Introductory activities are those used to introduce a lesson or a teaching topic.
Introductory activities

• Introductory stage of a lesson helps students to settle into a lesson and focus on its content.
• Some activities (sometimes labeled differently) are commonly done in an introductory stage.
• Such activities cover *warmers* and *leads-in* (Spratt, Pulverness & Williams, 2005), or *apperception & leads-in*.
• Some experts in teaching suggest that it is necessary in the introductory stage that a teacher motivates the students by contextualizing the lesson.
Spratt, Pulverness & Williams' Warmers and Leads-in

- Warmers aim to raise the students energy levels or to make the students feel comfortable.
- Warmers might no be directly connected to the topic of the lesson.
- Warmers can be in the forms of games, puzzles, songs, quiz, or even other pair or group activities.
Leads-in activities

• Leads-in focus on the topic or the new language.

• Leads-in can also focus and motivate the students and make a link between the lesson and students real life.
Stages of a lesson

• **Warmers** are used to raise students' energy levels or to make them feel comfortable. They are not always connected to the topic of the lesson.

• **Lead-ins** focus on the topic or new language of the lesson. They can also be used to motivate students, make a link between the topic and students' own lives.
Stages of a lesson

- **Presentation**—Ts present the new language in context.
- **Practice**—Ss practise the new language in a controlled way.
- **Production**—Ss produce the language in a freer activity that allows them to communicate using the language they've just learned.
What is TBL?

• An approach that focuses on the 'process' of communicating by setting learners tasks to complete using the target language. Ss acquire language as they try to express themselves and understand others.
Task Sequence

• **Pre-task**: activities which prepares Ss to complete a task
• **Tasks**: main body of the lesson and involve a number of steps
• **Post-task**: move away from fluency to accuracy
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**Notes:**
- PPP: Presentation, Practice, Production
- TBL: Task-Based Learning
- BKOF: Broad Knowledge, Of, Further
- ICOT: Introducing Communicational Orientation, Theory
- JCOT: Introducing Communicational Orientation, Technique