COMMUNICATIVE METHOD

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IMAGINEZ…

- Deux grandes entreprises fusionnent
- Vous travaillez dans une des entreprises

- Ce qui arrivera à…
  - vos emplois?
  - vos salaires?
  - vos vacances?

JEU DE RÔLES (I) (GROUPES DE TROIS)

Scénario 1

- Endroit: la cafétéria

- 3 collaborateurs / collaboratrices

- Discutez pour 4 minutes:

  - Ce qui arrivera à...
    - vos emplois?
    - vos salaires?
    - vos vacances?

QUELQUES PHRASES

Ma exigence est que…
(Forderung)

Ce que je ne comprends pas est pourquoi/ comment….

Je postule

Tu ne comprens pas que…

Est-ce que vous pourriez …?

Je veux...

Je suis d'accord...

Pourrait je demander comment …?

Vous pensez que...

Est-ce que on pourrait …?

Tu fais...

Est-ce que ce serait possible que...

Je suis sure que...

Tu dis...

Je trouve (que)...

Ce que vous dites est...

Tu demandes que…

Pourriez vous ….?

J'expecte...

Je pense (que)….

Peut-être vou savez que...

Est-ce que c'est possible de...

JEU DE RÔLES (II) (GROUPES DE TROIS)

Scénario 2

- Endroit: le bureau du patron / de la patronne
- 1 patron/-ne, 2 collaborateurs / collaboratrices
- Discutez pour 4 minutes:

- Ce qui arrivera à…
  - vos emplois?
  - vos salaires?
  - vos vacances?

RÉFLEXION

- Différences dans le style de la langue?

COMMUNICATIVE LANGUAGE TEACHING (CLT)- THEORY

GOALS

- Enable Students to communicate in target language

- For this students need linguistic forms, meanings, function

- They should know that they can use one expression in different situations, or different expressions for a single situation

- → the challenge is to choose the most appropriate form among these in a specific social context or with a specific interlocutor

- They should be able to negotiate meaning (e.g. Vacation policy in a new company)

- The main message of CLT is: Communication is a process. Hence, knowledge of forms of language only is insufficent

ROLE OF TEACHER VS. ROLE OF STUDENT

Role of theTeacher is to...	Role of the Students is to...
...facilitate communication in the classroom	... ,above all, be the communicators
...establish situations which promote communication	...actively engage in negotiating meaning
... advise, answer questions, monitor performance	...try to make themselves understood, even if they have an incomplete knowledge of target language
... be at times a co-communicator, or write down errors to work on later	...be more responsible for their own learning
(Littlewood 1981)	

HOW TO USE CLT

- Communicative activities have three distinctive features (Johnson/Morrow (1981):
    - Information gap → sb knows sth which the other does not (compare to display question)
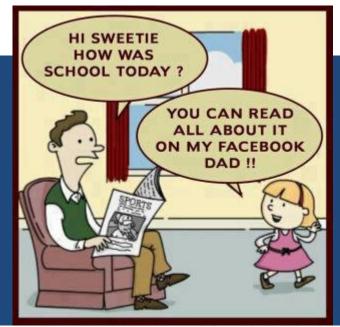   - Choice →learners have the choice what and how they want to say it (compare to chain drill)
    - Feedback → when the purpose of the speaker has been achieved based on the information s/he receives from the listener. If listener can not provide the speaker with such feedback, the exchange is not really communicative.

- Use language through communicative activities in small groups, such as:
    - Games
    - Role-plays
    - Problem-solving tasks
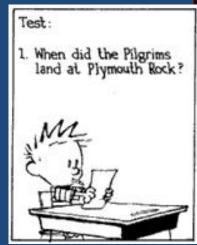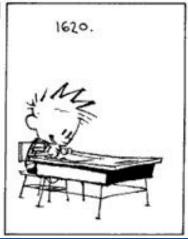   - → use authentic materials

AIM OF CLT

- By learning to communicate students will be more motivated to study another language

- They will feel they are learning to do something useful

- Learners are given the opportunity to express their individuality by sharing their ideas and opinions on a regular basis

- Learners security is enhanced by the many opportunities for cooperative interactions with other learners or the teacher

- Learners work with the target language on a discourse (supra-sentential) level

- Learners see how context (→ culture), coherence and cohesion are very relevant in CLT

DIFFERENT CONTEXTS OF COMMUNICATION