

Innovative use of the communicative approach in teaching English.

When we draw some implications into language classroom from the development of the theory of communicative competence, the term communicative approach is often associated with it. On the surface level, it seems reasonable to say that the goal of communicative approach of language teaching is to make learners acquire communicative competence.

According to Richards and Rodgers, CLT has some priority principles such as:

use - usage

meaning - form

fluency - accuracy

The notion of communicative competence intended by Hymes does not provide any priorities for any single components, or aspects over another. Hymes did not claim that a language user does not need to have an accurate knowledge of linguistic form or usage, but rather claimed that the perfect knowledge of linguistic form is not enough to make him/her a communicatively competent language user. Wolfson (1989) points out that *grammatical competence is an intrinsic part of communicative competence* but in many cases, the term CC misinterpreted for language teachers and curriculum developers as the separation of grammatical competence from CC. Communicative Language Teaching Approach (CLTA) appears as a challenge as it differs from the other methods in many respects. According to Hymes (as cited in Larsen-Freeman, 2000), communicative competence is "knowing when and how to say what to whom". According to David Nunan the communicative approach to language teaching is a *cluster of language teaching techniques and methodologies, it is not a single methodology*. Students may talk and listen but unless explicitly taught grammar, they may not speak correctly. Solution lies in reaching a balance between communicative grammar and theoretical grammar. . . . Instead of fill-in-the-blank type exercises, students needed creative exercises to encourage original thinking. Fluency and accuracy are two factors which determine the success of the students in the future. Grammar is an arbitrary system, so the more we talk the better it is because that's the only way non-native speakers can pick up language and grammar. Speaking and writing are the skills which are to be developed if we want to improve students' communicative competence.

Asking and answering the questions is an important part of communication. In this way we get and give information. So, students are to be prepared for any sort of interview.

If we want to make questions in the English language, we can do it by changing the word order (*Is he your brother? Was she there? Have you been to Ireland?*) or by using the auxiliary *do* (*Do you know them? Does he live with you? Did you enjoy it?*). The indirect questions are not normal questions. They have the same word order as statements and we do not use *do* to form a question. They usually

come after introductory phrases combined with interrogative pronouns and adjectives (*who, whom, what, which, whose*), adverbs (*when, where, how, why*) or *if, whether*.

1. If we do not begin a question directly, but begin it with something like *Can you tell me...? / Do you know...? / I wonder if...?* the word order is the same as in an affirmative statement.
 - Direct question: What **is he** doing?
Indirect question: Do you know what **he is** doing?
 - Direct question: Where **have they** been?
Indirect question: I wonder where **they have** been?
2. If the direct question contains the auxiliary *do*, we omit it in the indirect question.
 - Direct question: What **do you** want?
Indirect question: Can you tell me what **you** want?
 - Direct question: When **did she** leave?
Indirect question: Do you know when **she** left?
3. In *yes / no* questions, we use *if* or *whether*. The word order is the same as in reported questions.
 - Direct question: **Have you** seen my dog?
Indirect question: Could you tell me **if you have seen** my dog?

I teach this with the concept of permission.

- with a direct question the person being questioned has two options: answer the question or ignore it (ignoring it would be impolite)

- with indirect questions the person being questioned is presented with two parts :

Can I ask (permission)

The question

They have the choice of saying "no you cannot ask" or answering the question - both are polite.

I use very direct questions when expanding this idea in front of a group.

How much do you earn ?

Are you looking for a new job ?

Who are you dating at the moment ?

With these questions the student would rather not answer them in front of a group - so has to choose the "no you can't ask" variation.

Sometimes we can present this as 'polite commands' -

Rude: Tell me what time it is!

Polite: I was wondering if you could tell me what time it is?

Rude: Give me a pen!

Polite: Could you give me a pen?

Rude: Move!

Polite: Would you be able to move, please?

So lesson is: 1) be rude, 2) what can we say to be polite (Could you..., I was wondering if...?) 3) now put them together - but DO NOT change the word order of the rude command.

Getting students to transform real questions into indirect questions is very confusing for them - and artificial since the basic underlying sentence is a command, not a question. As such, it does not change. It's best to teach this in isolation from indirect speech since syntactically they are actually completely different things.

Direct questions

Form and meaning

1. In questions, the first auxiliary verb comes before the subject.
 - **Have you** ever been to Rome?
You have ever been to Rome? - **Incorrect**
 - What **are you** doing?
What you are doing? - **Incorrect**
 - **Can you** swim?
You can swim? - **Incorrect**
 - Who **will you** see tonight?
Who you will see tonight? - **Incorrect**
 - **Are you** going out?
You are going out? - **Incorrect**
2. If there is no auxiliary verb we use *do* (or *does*, *did*).
 - **Do** you play golf?
You play golf? - **Incorrect**
 - Where **does** Tim live?
Where lives Tim? - **Incorrect**

Subject and object questions

1. If the question word (who, what, which, whose, how...) is the subject or part of the subject, we do not use *do*, *does* or *did*.
 - **Who** (subject) saw **Bob** (object)?
Jim (subject) saw **Bob** (object).

What (subject) happened?
Nothing (subject) happened
2. If the question word is the object, we need *do*, *does* or *did* if there is no auxiliary verb.
 - **Who** (object) did **Jim** (subject) see?
Jim (subject) saw **Bob** (object).
 - **How many cakes** (object) did **you** (subject) eat?
I (subject) ate **10 cakes** (object).

Prepositions

1. If the question word is the object of the preposition, we usually put the preposition at the end.
 - Who did you eat **with**? (FORMAL: **With** whom did you eat?)
I ate **with** Jim.
 - Where did you get that hat **from**? (FORMAL: **From** where did you get that hat?)
I got it **from** the shop down the road.

Indirect questions

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Reported questions

Form and meaning

These general rules for reported speech also apply.

1. When we report questions, the subject comes before the verb.
 - Direct speech: "Where are you going?"
Reported speech: He asked me where **I was going**.
 - Direct speech: "Why is he shouting?"
Reported speech: He asked me why **he was shouting**.
 - Direct speech: "What do you want?"
Reported speech: She asked me **what I wanted**.
2. When reporting questions we don't use the auxiliary verb *do*, except in *negative questions*.
 - Direct speech: "Who doesn't like cheese?"
Reported speech: She asked me who **didn't** like cheese.
3. We report *yes / no questions* with *if* or *whether*.
 - Direct speech: "Do you want me to come?"
Reported speech: I asked him **if** he wanted me to come.
 - Direct speech: "Have you fed the dog?"
Reported speech: She asked me **whether** I had fed the dog.
4. When we report questions with *who*, *what* or *which* + to be + object, the verb *be* can come before or after the object.
 - Direct speech: "Who is the champion?"
Reported speech: She asked me who the champion **was** / She asked me who **was** the champion.

- Direct speech: "What is your favourite colour?"
Reported speech: She asked me what my favourite colour **was** OR She asked me what **was** my favourite colour

Any kind of grammar can be taught in three stages: presentation, practice and production. Sometimes we can change this line into the circle and decide by ourselves from what stage we are to start. We can practice questions in pairs, groups or make a whole class discussion. We can train them orally or in written form. It doesn't matter. The main goal is communication! Pupils have to understand and they also have to be understood.

Work shop (Teaching with movie segments)

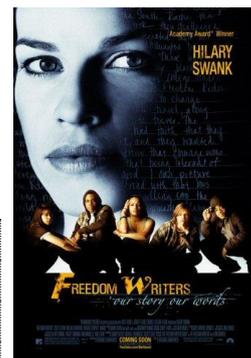
Among video watching activities we should mention such as **general comprehension** (students have to try and give as much information as they can about what they have seen), **working with aspects of language** (students focus on language), **video as a springboard to creativity** (that sparks students' creativity by encouraging interpretation, provoking thought, and asking for language use). Video gives us a chance to use all kinds of students' cooperation. This can be **pair work or group work**, or we can use mixed. It gives us a great opportunity to focus on communication. Pupils are to use all their knowledge and experience to take part in discussion. Use of video can help us to develop our students' speaking and creative writing. Pupils lead the conversation with their classmates, discuss the information, role-play situations, write stories, poems, letters to a pen-friend etc. There are varieties of activities

Being a teacher, I must recommend this brilliant movie about teaching. It is one of my all time favorites. A must see. I took advantage of this scene to practice the use of indirect and direct questions in an amusing manner.

DIRECT / INDIRECT SPEECH FREEDOM WRITERS

WORK IN PAIRS. INTERVIEW EACH OTHER BY ASKING THE FOLLOWING QUESTIONS:

1. DO YOU HAVE NEW SNOOP DOGG'S ALBUM?	
2. HAVE YOU SEEN "BOYZ IN THE HOOD"?	
3. WHO LIVES IN THE PROJECTS?	
4. DO YOU KNOW ANYONE WHO IS IN JUVENILE HALL?	
5. HAVE YOU BEEN IN JUVENILE HALL FOR ANY LENGTH OF TIME?	
6. DO YOU KNOW WHERE TO GET DRUGS RIGHT NOW?	
7. DO YOU KNOW ANYONE IN A GANG?	
8. ARE YOU A GANG MEMBER?	
9. HAVE YOU LOST A FRIEND TO GANG VIOLENCE?	
10. HAVE YOU LOST MORE THAN ONE FRIEND?	





NOW REWRITE THE SENTENCES ABOVE USING INDIRECT QUESTIONS. FOLLOW THE MODEL

1. HOW MANY OF YOU ... HAVE NEW SNOOP DOGG'S ALBUM?
2. HOW MANY OF YOU ...
3. HOW MANY OF YOU ...
4. HOW MANY OF YOU ...
5. HOW MANY OF YOU ...
6. HOW MANY OF YOU ...
7. HOW MANY OF YOU ...
8. HOW MANY OF YOU ...
9. STAND IN LINE IF ...
10. STAND IN LINE IF ...

III. NOW WATCH THE MOVIE SEGMENT FROM THE MOVIE FREEDOM WRITERS AND CHECK YOUR ANSWERS.

IV. PLAY THE GAME THE TEACHER AND STUDENTS IN THE SEGMENT DID. EACH STUDENT WRITES DOWN 3 YES/NO QUESTIONS ABOUT WHAT HE/SHE'D LIKE TO LEARN ABOUT HIS/HER CLASSMATES ON A PIECE OF PAPER AND GIVE IT TO YOUR TEACHER.

V. THE TEACHER DRAWS A LINE ON THE FLOOR AND ASKS THE STUDENTS QUESTIONS SAYING **HOW MANY OF YOU...** AND ASKS ONE STUDENT TO SAY THE SAME QUESTIONS USING DIRECT SPEECH.

EX: TEACHER: **HOW MANY OF YOU IS SUFFERING OF A BROKEN HEART NOW?**

THE STS WHO ARE SUFFERING OF A BROKEN HEART STAND ON THE LINE.

TEACHER: **STUDENT 1!**

STUDENT 1: **ARE YOU SUFFERING OF A BROKEN HEART NOW?**

ANSWER KEY

MOVIE SEGMENTS TO ASSESS GRAMMAR GOALS

ACTIVITY 88

FREEDOM WRITERS

ANSWERS:

- 1.
2. HAS SEEN...
3. LIVES IN ...
4. KNOWS ...
5. HAS BEEN ...
6. KNOWS ...
7. KNOWS ...
8. IS A...
9. HAS LOST...
10. HAS LOST ...