THE ROLE OF COMMUNICATION IN TEACHING LANGUAGE

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Annotation: Teaching a foreign language is a difficult process because learners of a foreign language should consider the cultural differences between the native language and the target language. Foreign language teachers should try to find new ways to teach it effectively. So every teacher knows that there is no best method to teach because day by day new contributions are being made. Thus, especially, a foreign language teacher has to know and use at least one or more methods in language teaching.

*Keywords***:** Language Teaching, Theory of Learning, Learning and Teaching Activities, Communicative Language Teaching.

The language teaching materials that are referred to functional, national or communicative ways are often interpreted as signalling the death of grammatical mastery and a primary goal of language teaching. This interpretation has led to opposing reactions. Those teachers who felt bored or uncomfortable with the teaching of structure have embraced the functional approach because of its emphasis on "conversation", while those with a strong grammatical orientation have rejected it because they believe that functional syllabi have replaced structural sequencing with an arbitrary assortment of conversational or situational topics which, they fear, will never lead to competence in the language. Both groups misunderstood the organization and intent of the functional approach. The functional approach does not deny the importance of mastering the grammatical system of the language, nor does it abandon a systematic development of structural mastery in the presentation of materials. However, a concern with the communicative purpose of language has caused a re-evaluation of traditional linguistic priorities, reviving interest in discourse analysis and semantics.

The teaching methodology of the functional approach is still evolving. 1 However, one looks at any of the new functionally based textbooks reveals the philosophy behind the design and the direction the teaching strategies are taking. Most of the general texts include the communicative functions presented in The Threshold Level2[1] which is a proposal for a united list of communicative acts any learner of any foreign language should be able to perform to be considered competent in that language. The order of presentation, as well as the way in which these acts are carried out, varies according to the particular group of students the text is designed for. Most teaching methods associated with structural syllabi are based on the concept of language acquisition as habit formation, which must be reinforced by the instructor by means of controlled repetition and manipulation. The learning is often what Stevick terms "reflective" or "echoic" 3 . Both the lessons and the materials are teacher-centered. They are based on teacher presentation of structures in a meaningful context (often dialogue or narrative) and then they move to teachercontrolled practice in the form of exercise or drill. The teacher then slowly loosens these controls as the student becomes able to use the structure without making mistakes. A student's understanding of the structure often depends on the adequacy of the teacher's presentation. Teacher

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[1] Wilkins, D.A. Approaches to syllabus design: Communicative, Functional or National. Oxford University Press, Oxford, 1978.

control, in moving from reflective to free stages, is the key to student mastery of structure being taught. The teacher is the "knower" and the students learn to say what the teacher has placed in their heads rather than what they, as intelligent human beings, wish to express.

In 1971, a group of experts began to investigate the possibility of developing language courses on a unit-credit system, a system in which learning tasks are broken down into portions or units, each of which corresponds to a component of a learner's needs and is systematically related to all the other portions. The group used studies of the needs of European language learners, and in particular a preliminary document prepared by a British linguist, D.A. Wilkins which proposed a functional or communicative definition of language that could serve as a basis for developing communicative syllabuses for language teaching.[2] The work of the Council of Europe; the writings of Wilkins, Widowson, Canding, Christopher Brumfit, Keith Johnson and other British applied linguists on the theoretical basis for a communicative or functional approach to language teaching; the rapid application of these new principles by British language teaching specialists, curriculum development centres and even governments gave prominence nationally to what came to be referred to as the Communicative Approach or simply Communicative Language Teaching. For some, Communicative Language Teaching means little more than an integration of grammatical and functional teaching. Littlewood states, "One of the most characteristic features of communicative language teaching is that it pays systematic attention to functional as well as structural aspects of language." [3] Howatt distinguishes between a strong and a weak version of Communicative Language Teaching. There is, in a sense, a strong version of the communicative approach and a weak version. The weak version which has became more or less standard practice in the last ten years, stresses the importance of providing learners with opportunities to use their English for communicative purposes and, characteristically, attempt to integrate such activities into a wider program of language teaching. The strong version of communicative teaching, on the other hand, advances the claim the foreign language, but of stimulating the development of the language system itself. If the former could be described as learning to use English, the latter entails "using English to learn it".[4]

The theory of Communicative Approach was derived from the definition of language as a means of communication. Language as a means of communication is believed to be closely linked with communicative competence. Many linguists claimed that this was a kind of philosophy rather than a method. When language and its use for communication come into discussion a distinction between language and language function, in other words "language usage" and "language use" appears. All language drills are aimed at practising language forms and are usually replied in the some way so it cannot be said that a real communication occurs in a drill process. Communication should have an identical purpose. Speakers should provide necessary feedback for the listener to be able to get an appropriate answer.

Otherwise, there will be no real communication if learners cannot be provided with necessary feedback. To understand better how the communication chain works, it should be looked at the communication model offered by Corroll. This model is used in the process of communication and it should be taken into consideration for the insights it provides into the psychology of human learning.

A. Inventive Encoding Decoding Interpretive: behaviour of → behaviour of → message → behaviour of → behaviour of speaker speaker, hearer hearer.

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[2] Wilkins, D.A. Notional Syllabuses-A Taxonomy and Its Relevance to Foreign Language Curriculum Development. Oxford University Press, Oxford, UK., 1979.

[3] Littlewood W. Communicative Language Teaching. Cambridge University Press, Cambridge, 1981.

[4] Howatt, A.P.R. A History of English Language Teaching. Oxford University Press, Oxford, 1984.

This chain begins to work if the speaker utters anything in the target language. This message is transmitted to the hearer. The hearer decodes the message and the comprehended message usually depends on the intension of the speaker.

B. Some principles lying behind this theory:

➢ The Acquisition Learning Hypothesis: It makes clear how a theory turns into practise. This theory claims that there is a clear distinction between acquisition and learning.

➢ The Monitor Hypothesis: It is believed that errors are detrimental to meaning, but in the acquisition process, monitors use is limited because acquisition can only take place in natural environment. The main thing is to learn how to master basic language rules effectively through comprehensible input.

➢ The Natural Order Hypothesis: The main principle lying behind this theory is that; the language teacher should allow the language courses to take place in natural orders in a grammatical knowledge is acquired through time.

➢ The Input Hypothesis: This theory is believed to refer to acquisition rather than learning. The main principle is to pick up comprehensible input.

➢ The Affective Filter Hypothesis: As the acquisition rate of each learner will be different, it is possible to decrease the anxiety of the students, in other words, it is possible to lower the affective filter.

So, student security is increased by the many opportunities for cooperative interactions with their teacher and fellow students. On the other side, students work with language at the discourse level. Though this level, they learn about cohesion and coherence properties of language. They learn how sentences are bound together at the substantial level. In this method, all skills work. This is very useful from the view of target language learning. As the student's native language has no special role in the Communicative Language Teaching, the students realize that the target language is a vehicle for communication, not jilts on object to be studies. As the teacher asses their students' fluency, they learn to speak fluently in the target language and the teacher asses his students' performance to do this.[5]

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