***Communicative Approach in teaching foreign language***

**Prepared by**

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Nowadays students want to be able to speakEnglish fluently, it means that they need to be able to pronounce phonemes correctly, use appropriate stress and intonation patterns and speak in connected speech.Speakers of English – especially where it is the second language - will have to be able to speak in a range of different genres and situations, and they will have to be able to use a range of conversational strategies and conversational repeated strategies. They have tobe ready to survive in typical functional exchanges, too. That’s why I think that theCommunicative Approach is one of the most effective methods that is used in teaching foreign language now.

The Communicative Approach was developed by Robert Langs in early 1970s. It’s a new theory or paradigm of emotional life and psychoanalysis that is centered on human adaptations to emotionally-charged events with full appreciation that such adaptations take place both within awareness and outside of awareness. The approach gives full credence to the unconscious side of emotional life and has rendered it highly sensible and incontrovertible by discovering a new, validated and deeply meaningful way of decoding unconscious message.

The goal of a speaking component in a class should encourage the acquisitive communication skills and to foster real communication in and out of the classroom. It follows then that the objectives for developing oral fluency will address this goal by setting forth specific content, activities and methods which foster communication.

Accordingly, a necessary first step is a thorough analysis – the teacher can determine the kind of situations in which the students will find themselves, the linguistic information they’ll need to possessand the recourses that are available. Once speech functions have been identified, it can then be determined which linguistic structures are most naturally related to these particular speech functions and tasks. The next step is as follows: several factors must be considered in choosing both the specific material to be covered and the methodology with which to cover it. The main factor is the level of the students. While beginners require a recycling of material(from controlled practice and drills) to more “free expression” activities, relatively advanced students may instead need to polish already -developed skills.

To my mind students must be exposed to three key items:

* **Form-focused**, that is attention to details of pronunciation, grammar,vocabulary, etc.

When learners first begin to speak another language their speaking will need to be based on some form-focused learning. An effective way to begin is to base speaking on some useful simple memorized phrases and sentences.

* **Meaning-focused**instruction, which means opportunities to produce meaningful spoken messages with real communicative purposes.

In addition to form- focused speaking language learners should also be exposed to given opportunities to practice and use meaning-focused communication, in which they must both produce and listen to meaningful oral communication. For this purpose “participation” activities may be helpful. These are activities where the students participate in some communicative activities in a “natural setting”

* **Opportunities to improve fluency**.

Fluency in speaking is the aim of many language learners. Which include a reasonably fast speed of speaking and only a small number of pauses.

The Communicative Approach emphasizes the ability to use language appropriately in another essential aspect of communicative competence. The principle applied here is that grammatical competence and lexical knowledge are not enough to enable students to operate efficiently in the target language. They must be able to use the language appropriately to the speech event they find themselves in.

From my experience I know that making students speak in class can be both easy and extremely difficult. In my opinion in a good class atmosphere, students who get on well with each other and whose English is at an appropriate level will often participate freely and enthusiastically when they are given a suitable topic and task. However, one of the most important task of a teacher (that my task) is to motivate and urge pupils to do whatever is needed and desirable.

That’s why I always try to make my lessons brighter and interesting from the beginning. I use the method of “Ice-breaker” that is I actually involve students into English speaking, I start my lesson with a fable, proverb, saying, anecdote or aphorism. It helps me to control the students’ attention from the first minutes of the lesson.

I usually use the method of “forming experiment”. First of all I try to establish friendly relations with my students, all of them are individuals who should be made to speak English and not to be afraid of making mistakes. Training and constant review are the keys of successful learning as the Latin saying goes “Repetitioest mater studiorum”. Choosing various close to life situationsI urge my students to be active during the lesson all the time.

There are a number of widely-used categories of speaking activities. As for me I use the following ones:

* *Communicative games*:“Buying food”, “Antonyms and Synonyms”

“How attentive you are?”, “Back to back”, “Adverb charade”, “Bingo”.

* *Acting from a script* – I ask my students to act out scenes from plays or

textbooks. Students often act out dialogues they make up themselves.

* *Discussion:* “Buzz groups”, “Panel discussion”, “Role-plays”, “Q&A”,

“Ice-breakers” “Fishbowls”.

* *Prepared talks* – oral presentation on the topic of their own choice.
* *Simulation and role-play:* business meeting, an interview, a conversationin a hotel, a shop, a library, a café, at the station*, etc.*

I always take into account the students’ age, topics they are interested inand their level of knowledge to make these activities more successful. I focus on my students’ needs and opportunities. The interaction should usually be the “student to student” and should include the teacher only where necessary. During most classroom activities I’m a monitor or facilitator and intervene only where necessary.

Teachers can look up different tasks in books, magazines, journals, newspapers, Internet supplementary material, but I enjoy creating my own activities, which can be done specifically to myclasses needs and level of students’ intelligence and knowledge. The activities used in the classroom must be selected carefully as if they are higher the students’ level, they can destroy self-confidence and if they are too easy and simple they can bore the students. I usually involve the students working together either in pairs or in small groups.

Activities should make students speak and create the conditions children won’t be afraid of expressing their opinion. That’s why I try to conduct the lessons in the most friendly atmosphere in order to make kids feel happy, confident, reliable and ambitious. At my lessons I always speak only English and make my students do the same, I tell them not be afraid of making mistakes because it is quite natural as it is said in quotation: “Err and err and err again, but less and less and less”.

I am sure, the lesson will be bright only when everything is maximum clear.

Communicative skills are formed both at the lessons and during the extra- school activities and self-education (students have all possibilities to listen to the radio- and TV-programs, use the Internet, read newspapers and magazines (my students subscribe to “Digest”, “Teenglish”, “Posnayko”).

I am a leader of the English club “Let’s learn English together” for students who are interested in learning English. We prepare postcards, collages, posters, wallpapers, topical albums; listen to authentic material: songs, poems, watch video to improve pronunciation; develop critical and logical thinking while writing various essays, letters, compositions, poems, lyrics, acropoems; the most importanttask and issue of our work is speaking English a lot.

My task is to teach students to be communicative, sociable, tolerant, patient and independent to be able to become a tiny drop of the English community, using authentic language sources of communication. Enabling students to communicate successfully is rewarding wherever they are.

It can be concluded that the concept of communication competence as defined by the Communicative Approach is very broad indeed. It embraces three fundamental dimensions:

* the ability to use linguistic means to realize a variety of language functions:
* the ability to use language appropriately with due consideration of the social context in which communication takes place;
* the ability to develop strategies to manage the negotiation of meaning.

This feature of communicative competence is the indication of the communicative approach as it cannot be found within the theoretical framework of any other method or approach to language teaching.

“Who dares to teach must never cease to learn”, says the famous quotation and I think a teacher has to be an eternal leaner.