

Some Interactive Activities of Communicative Language Teaching

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Abstract: *Communicative language teaching is a method that used to increase students communicative competence. This article describes some interactive activities of communicative language teaching and their usage in teaching process.*

Keywords: *CLT, interaction, opinion sharing, scavenger hunt, information gap.*

Introduction

Communicative language educating (CLT) is additionally alluded to as the communicative approach, which involves educating dialect through communication. This approach to educating dialect outlines communication as both an objective and a strategy for English learners whose to begin with language isn't English. Communicative language instructing prioritizes creating students' communication and interaction aptitudes. This guarantees that understudies can communicate successfully and unquestionably in real-life circumstances through student-to-student interaction and student-to-teacher interaction. CLT basically points to have understudies learn a modern dialect by really utilizing the language to communicate with those around them. There are different highlights to the communicative dialect instructing approach, counting the integration of perusing, composing, and talking. For illustration, an instructor may inquire understudies to observe a video and after that type in a one to two sentence supposition around the video on the board. Understudies will at that point studied each other's conclusions and talk about how they felt almost what they observed. This permits for numerous aptitudes to be practiced at once, which is advantageous to a student's capacity to communicate viably with others. Here we can see some effective activities to use communicative language teaching method effectively.

Opinion sharing. Opinion sharing is a content-based activity, whose purpose is to engage students' conversational skills, while talking about something they care about.

1. The instructor introduces a topic and asks students to contemplate their opinions about it. (E.g., dating, school dress codes, global warming)
2. The students talk in pairs or small groups, debating their opinions on the topic.

Opinion sharing is a great way to get more introverted students to open up and share their opinions. If a student has a strong opinion about a certain topic, then they will speak up and share. Respect is key with this activity. If a student does not feel like their opinion is respected by the instructor or their peers, then they will not feel comfortable sharing, and they will not receive the communicative benefits of this activity.

Scavenger hunt. A scavenger hunt is a mingling activity that promotes open interaction between students.

1. The instructor gives students a sheet with instructions on it. (e.g. Find someone who has a birthday in the same month as yours.)
2. Students go around the classroom asking and answering questions about each other.

3. The students wish to find all of the answers they need to complete the scavenger hunt.

In doing this activity, students have the opportunity to speak with a number of classmates, while still being in a low-pressure situation, and talking to only one person at a time. After learning more about each other, and getting to share about themselves, students will feel more comfortable talking and sharing during other communicative activities. Since this activity is not as structured as some of the others, it is important for instructors to add structure. If certain vocabulary should be used in students' conversations, or a certain grammar is necessary to complete the activity, then instructors should incorporate that into the scavenger hunt.

Information gap. Information gap is a collaborative activity, whose purpose is for students to effectively obtain information that was previously unknown to them, in the TL. The class is paired up. One partner in each pair is Partner A, and the other is Partner B. All the students that are Partner A are given a sheet of paper with a time-table on it. The time-table is filled in half-way, but some of the boxes are empty. All the students that are Partner B are given a sheet of paper with a time-table on it. The boxes that are empty on Partner A's time-table are filled in on Partner B's. There are also empty boxes on Partner B's time-table, but they are filled in on Partner A's. The partners must work together to ask about and supply each other with the information they are both missing, to complete each other's time-tables.

Completing information gap activities improves students' abilities to communicate about unknown information in the TL. These abilities are directly applicable to many real-world conversations, where the goal is to find out some new piece of information, or simply to exchange information. Instructors should not overlook the fact that their students need to be prepared to communicate effectively for this activity. They need to know certain vocabulary words, certain structures of grammar, etc. If the students have not been well prepared for the task at hand, then they will not communicate effectively.

Group work. Group work is a collaborative activity whose purpose is to foster communication in the TL, in a larger group setting.

1. Students are assigned a group of no more than six people.
2. Students are assigned a specific role within the group. (E.g., member A, member B, etc.)
3. The instructor gives each group the same task to complete.
4. Each member of the group takes a designated amount of time to work on the part of the task to which they are assigned.
5. The members of the group discuss the information they have found, with each other and put it all together to complete the task.

Students can feel overwhelmed in language classes, but this activity can take away from that feeling. Students are asked to focus on one piece of information only, which increases their comprehension of that information. Better comprehension leads to better communication with the rest of the group, which improves students' communicative abilities in the TL.

Instructors should be sure to monitor that each student is contributing equally to the group effort. It takes a good instructor to design the activity well, so that students will contribute equally, and benefit equally from the activity.

These activities are so effective to use during the lesson. Because by using these activities students can improve their communicative skills. Communicative language teaching is so essential in today's modern education and it is so helpful to learn the language fast and effectively. Therefore, in teaching process if teachers use these activities it will be so supportive to achieve their aims.

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