

Ministry of Higher Education and Scientific research
University of Babylon
College of Education for human sciences
Department of English



**{ The impact of CLT teacher's roles in developing
learner's communicative use of language.}**

**A paper submitted as partial fulfillment of
requirements for B.A degree in English language**

Name/ Nabaah Mohammed Marza Hamza.

Supervised by / Lect.Ahmed A. Hamza

2021-2022

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

﴿ يَرْفَعُ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ وَاللَّهُ بِمَا تَعْمَلُونَ
خَبِيرٌ ﴾

صدق الله العلي العظيم.

سورة المجادلة؛ الآية ١١.

II

《 Dedication 》

**I dedicate this research to myself for its continue to
achieve success, and also to my parents who were
supportive and the reason for my progress and
success, and also to my distinguished professors who
contributed to our education. Thank God for
.everything**

III

《 Acknowledgements 》

I would like to express my thanks and gratitude to my supervisor who helped and directed me with his notes to write this research. I thank my mother for standing my side and finally I thank my friends who supported me

IV

《 Abstract 》

This research paper which is titled the impact of CLT teacher's roles in developing learner's communicative use of language , consists of four chapters. The first chapter is an introduction about the subject, chapter two tackles review of CLT roles of teacher and in details of these roles. Chapter three is showing the effect of CLT teacher's roles in developing the communicative use of language. Finally chapter four is a conclusion of the above chapters .that sum up the research paper

V

Table of Contents

The subject	page
<hr/>	
Chapter one	
1.1 Statement of the problem	8-9
1.2 Aim of the study	9
1.3 Hypothesis	9
1.4 Limits of the study	9
1.5 Value of the study	9
1.6 Procedures	10
<hr/>	
Chapter Two	
Review of CLT teacher's roles	10
2.1 Facilitator	11
2.2 Monitor	12
2.3 Establisher	12
2.4 Advisor	13
2.5 Co-communicator	13
2.6 Explainer	13
<hr/>	

Chapter Three

The Effect Of CLT Teacher's Roles in Developing The Communicative Use of Language

3.1 Facilitator	14-15
3.2 Monitor	16-17
3.3 Establisher	18-19
3.4 Advisor	20-21
3.5 Co-communicator	22
3.6 Explainer	23

Chapter Four

Conclusion	24
-------------------	-----------

References	25
-------------------	-----------

Chapter one

1.1 Statement of the problem

The Importance of providing learners with opportunities to practice English for communicative purposes. The CLT was developed with the purpose to increase the students' communicative competence. The nature of the language is strictly functional and its purpose is to promote communication.

Communication needs both the material to be communicated and the medium to be used to communicate the material. The teacher is charged with the responsibility of establishing situations likely to promote communication. The students are communicators. They learn to communicate by communicating. In CLT, Surely the teacher must try to equip students with the necessary skills to participate in effective communication in the English language in real life. Learners in environments using communication to learn and practice the target language by interactions with one another and the instructor and the use of the language both in class and outside of class

Q/Do these roles have an impact on enabling the learner to use the language or not

.Somewhat,if we insert the roles and downsides of it

**1-If the role facilitator ,doesn't guide students to facilitate
.the lesson**

**2-If the role monitor, doesn't make feedback to students
.and do teaching duties**

**3-If the role establisher ,doesn't learn the students how to
.use the target language and give instructions**

**4-If the role co-communicator, doesn't make the students
.interact and communicate with each other**

**5-If the role advisor, doesn't give the students advices to
use the activities inside the classroom and doesn't give them
advices how to use the target language outside the
.classroom**

**6-If the role explainer, doesn't illustrate the topic of the
lesson for example,the activities that the students should
.make inside the classroom**

**So, all the roles will negatively affect the students in this case
.and this is a problem**

1.2 Aim of the study

**The study aims at investigating the impact of CLT teacher's
roles in developing the learners ability to use and interact in
.the target language**

1.3 Hypothesis

**It is hypothesized that assuming different CLT teaching
roles in a class has a positive impact in developing learners
ability to use the target language**

1.4 Limit of the study

The study is limited to the impact of CLT teacher's roles in developing learner's communicative use of language in .English

1.5 Value of the study

Teacher makes a maximum impact on the personality of a ,student . Teacher should act as a friend and guide. A teacher is not only a source of information but is also a facilitator, monitor , establisher, explainer, co-communicator and advisor. Students will seek success and positive effects from teachers Teacher can impart value of lesson in students by giving them instructions through discussion and experimentation .Thus Teachers play an important in building by character building of the students and teaching them the target .language

1.6 Procedures

1.6.1 Presenting the roles of teachers according to CLT

1.6.2 Showing the effective of the roles on the students

1.6.3 Representing the six roles of teacher in CLT and Classify each role according to how effect on the students

Chapter Two

Review of CLT teacher's roles

Communicative language Teaching aims broadly to make communicative competence the goal of language teaching.

What this looks like in the classroom may depend on how .the principles are interpreted and applied

The goal is to enable students to communicate in the target .language

To do this, students need knowledge of the linguistic forms, meanings, and functions. They need to know that many different forms can be used to perform a function and also that a single form can often serve a variety of functions. They must be able to choose from among these the most appropriate form, given the social context and the roles of the interlocutors. Students use the language a great deal through communicative activities such as games, role plays, and problem-solving tasks. Activities have three features in common: information gap, choice, and feedback. The teacher was the model of the target language; the one who introduces the lesson, explains it. Teachers, on the other hand, are as facilitators, advisors, co-communicator, explainer, establisher and monitors during classroom activities. He intervenes only when students are facing some difficulties with either the content or the design of classroom activities.

The roles of teacher

2.1 Facilitator

The role of the teacher is to be facilitator of his students' learning. Teachers are the managers of classroom activities

They are charged with the responsibility of establishing situations likely to promote communication. The teacher concentrated on instructing the learner. He planned the lesson alone, and while in class he talked, asked questions, demonstrated, gave notes, answered questions, described, and responded. For communicative competence to be achieved, there needs to be less teacher control and more students centeredness in any listening and speaking, not only Listening and Speaking but also Reading and Writing

This indeed will boost the performance of English language and make it more acceptable as a language of communication. The teacher is charged with the responsibility of establishing situations likely to promote communication. In CLT, learning activities are selected according to the interests of the learner. The teacher also has the duty of structuring classrooms in a manner that motivates

students. Discussing topics of genuine interest for learners is a useful tool for maintaining and increasing learner motivation. It is important that learners discuss topics of genuine interest to them while learning and practicing in English communicative skills can be developed if they are motivated and provided. In summary, the role of the teacher as one of listener rather than speaker comes out in CLT". The teacher should be a patient listener is the basic requirement. Since the teacher talks less and listens more, he becomes an active facilitator of his students learning.

The teacher's main role is as a facilitator – there to offer support and advice when needed, and teaching of skills when necessary. It is vital that teachers remember to teach and instruct their students in any particular skill or knowledge that is required for the task.

A facilitator of learning, therefore, is a teacher who does not operate under the traditional concept of teaching, but rather is meant to guide and assist students in learning for themselves - picking apart ideas, forming their own thoughts about them, and owning material through self-exploration and dialogue.

2.2 Monitor

It means that the teacher will observe the students to talk and to check their errors and mistakes.

Some indicators done in the classroom as the mentor were such as the teacher motivated students to take control of the learning process by motivating the students to involve in the learning process and been enthusiast in giving coach while walking around the students. Besides, the teacher reviewed student's performance in a subject by monitoring each student performance for discussion about the topic.

When doing the role as the mentor, the teacher provides time for students to construct relationship, so that the students are motivated in the process of learning.

As the mentor, the teacher ought to motivate learners to take ownership and control of their learning processes, and mentor them to realize their goals towards success.

Besides, as the learning assessor, the assessment of the student's competence is one of the most important tasks facing the teacher. Then as the curriculum assessor, the teacher has a responsibility not only to plan and implement educational programs and to assess the students' learning, but also to assess the course and curriculum delivered.

2.3 Establisher

It means that teacher is responsible to begin classroom, which means the teacher is the beginner or establisher of classroom talk to make students freedom. One of the teacher's major responsibilities is to establish situations likely to promote communication.

Communicative interaction encourages cooperative relationships among students. It gives students an opportunity to work on negotiating meaning. Also, since the teacher's role is less dominant than in a teacher-centered method, students are seen as more responsible for their own learning. He establishes situations that promote communication between and among the students. Students interact a great deal with one another. They do this in various configurations: pairs, triads, small groups and whole group. For example; the teacher gives each group of students a strip story and a task to perform.

2.4 Advisor

It means that students will ask the teacher, there is some sort of suggesting to be given to them, so he is going to advise them, tell them what is done if they need advice. The teacher moves from group to group offering advice and answering questions. The teacher acts as a facilitator in setting up communicative activities as an advisor during the activities. During the activities he acts as an advisor, answering students' questions. He might make a note of their errors to be worked on at a later time during more accuracy-based activities.

2.5 Co-communicator

It means that an interviewer with the groups, and see if there is a problem to help or to make them to talk more, as if he makes one of the groups, but he isn't really one of the groups because he still as a teacher. At other times he might be a co-communicator engaging in

the communicative activity along with students. Students are, above all, communicators. They are actively engaged in negotiating meaning in trying to make themselves understood even when their knowledge of the target language is incomplete. Also, since the teacher's role is less dominant than in a teacher-centered method, students are seen as more responsible for their own learning.

2.6 Explainer

It means that the teacher explain what is new to students, to explain things that they don't know. The teacher gives the students the directions for the activity in the target language. The primary role of a teacher is to deliver classroom instruction that helps students learn.

To accomplish this, teachers must prepare effective lessons, grade student work and offer feedback, manage classroom materials, productively navigate the curriculum, and collaborate with other staff.

.But the teacher involves much more than executing lesson plans

Teaching is a highly sophisticated profession that regularly extends beyond academics. In addition to ensuring that students experience academic success.

Chapter Three

The Effect of CLT teacher's roles in developing learner's communicative use of language

3.1 the effect of the teacher' role as facilitator on the learner's ability to use the target language

By changing their traditional role to the role of an

facilitator, teachers help their students to be more responsible for their own learning. As students begin to take more responsibility of their learning, teachers need to play the role of facilitator. teacher as facilitator is a commonly used term in the literature on communicative

language learning, autonomous language learning, and self-instruction language learning

suggests that if teachers desire to encourage their learners' autonomy, they need to change their role into the role of a facilitator. That a facilitator of learning is usually considered as a helper who makes learning easier to happen. By serving as a facilitator, teachers make the development more flexible and successful. That a facilitator provides into technical support and psycho-social support

A facilitator provides the technical support by helping learners to plan and carry out their independent learning by means of needs analysis, objective setting, work planning, and materials selecting. A facilitator provides the psycho-social support by being supportive, helping learners to overcome obstacles, being prepared to enter into a dialogue with learners and raising learners' awareness of the importance of independent learning

Voller (1997) describes the roles of the

language teacher in an autonomous environment as "a facilitator who encourages decision-making processes. The teacher may present some part of the lesson. At other times, he is the facilitator of the activities, but he does not always himself interact with the students.

Students interact a great deal with one another. They do this in various configurations: pairs, triads, small groups, and whole group. One of the basic assumptions of CLT is that by learning to communicate students will be more motivated to study another language since they will feel they are learning to do something useful.

Also, teachers give students an opportunity to express their individuality by having them share their ideas and opinions on a regular basis. Students enhanced by the many opportunities for cooperative interactions with their fellow students and the teacher.

CLT also focuses on the teacher being a facilitator, rather than an instructor, the goal of language education is the ability to communicate in the target language

As a facilitator will effect on a students to work together to achieve the task and to share their conclusions with other students, providing chances for the students to express themselves in meaningful ways contributes to a communicative classroom. Students need chances to listen to each other,express their ideas in speech and writing,and read each other's writing. So,the teacher as a facilitator will facilitate .all these to the students

3.2 The effect of the teacher role as monitor on the learners ability to .use the target language

However, monitoring is often carried out as a vague listening and looking excersice by the teacher, and sometimes not done at all, whereas in fact effective monitoring is a skill that needs to be developed if learners are to benefit fully from activities,particularly those of the information gap and group interactive types. Monitoring goes on all the time , but particularly during speaking activities when the teacher is concerned with the general assessment of learners' performance in relation to general progress or recent language and skills development. Monitoring of individual learners takes place during written practice exercises when the aim is to point out errors and encourage self- correction. Guided practice activities,particularly of the pair work format ,are monitored for accuracy,while less guided groupwork activities are monitored for task achievement and fluency. Monitoring may be general or multipurpose,focusing on one or more of the following aims .Not all learners develop at the same rate. Monitoring offers the opportunity to assess the progress of individuals,and often provides an indication of what to re-teach or practice further .Being aware of the whole class. The teacher should always be aware of how the class is getting on, whether the pace is too fast or too slow,and which students may need individual attention. There is often a tendency to teach to the lesson plan and materials at the expense of teaching the learners themselves. Monitoring student learning as an essential component of high- quality Education .The careful monitoring of student progress is shown in the literature to be one of the major factors differentiating effective schools and teachers from ineffective ones. Indeed,those analyses which have sought to determine the relative effect sizes of different instructional practices have identified monitoring student progress as a strong predictor of

student achievement. Monitoring obviously includes many kinds of activities, but it is important to note that the present analysis does not address issues relating to schoolwide or district-level monitoring of student learning. It is not concerned, except incidentally, with monitoring students' behavior. And it provides only cursory information on such matters as teachers training in monitoring and assessment practices or the processes teachers follow in putting monitoring information to use. Instead, the focus here is classroom-level monitoring of student learning progress and what research says about the relationships between such monitoring and student outcomes of achievement, attitudes and social behavior of effective teachers (those whose students achieve highly or higher than would be expected given background variable) with that of less effective teachers has clearly revealed the importance of monitoring the class during seatwork periods. Such monitoring involves teachers moving around the classroom, being aware of how well or poorly students are progressing with their assignments, and working with students one-to-one as needed. The most effective teachers: have systematic Procedures for supervising and encouraging students while they work. Initiate more interactions with students during seatwork to ask for help. Have more substantive interactions with students during seatwork monitoring, stay task-oriented, and work through problems with students. Give extra time and attention to students they believe need extra help. Stress careful and consistent checking of assignments and require that these be turned in. Since there are so many methods of monitoring student learning, description of only a few will be given. These are offered as examples of approaches used by successful teachers. More effective English teachers were extremely consistent in checking assignments regularly. Homework was assigned virtually every day, and a daily 'routine in most teachers classes involved students' exchanging papers and checking them in class as directed by the teacher. Usually the more effective teachers had students sign papers they graded, and at least one effective math teacher cautioned her students to grade papers with care. Students should know what work they are accountable for, how to get help when they need it

and what to do when they finish. Performance should be monitored for completion and accuracy, and students should receive timely and specific feedback. When the whole class or group has the same assignment, review of the assignment can be part of the next day's lesson. Teacher competence in assessing students' skill levels and monitoring their learning progress is .essential for effective instruction to take place

3.3 The effect of the teacher role as establisher on the learner's ability .to use the target language

Interaction takes crucial part in English language teaching and learning. It could determine whether the learning objectives in each meeting in the classroom can be achieved or not. Relying on the fact, interaction becomes the main means for teacher and ,students to exchange their ideas feelings, opinions, views, perceptions, and etc. Especially for the teachers themselves, maintaining interaction with students is very important. The approaches, methods, and techniques that the teacher applies in the classroom should be taken into account applying CLT in the classroom, English teachers are required to be creative and active when they lead the classroom. In other words, the teachers should always try to find the way to make the class becomes interactive. .Shim (2007) identified the interaction patterns between teacher and students in the middle school classroom. System promoted by Moskowitz (1976) as the basis of analysis. The analysis showed that teacher talk is a lot more dominant than students' reaction. It was happening because teacher-fronted activities influenced the classroom. Moreover, Li, Shouhui, and Xinying (2011) introduced some methods in analyzing the classroom interaction. Those methods are helpful for English teachers as they provide self-evaluation and self-improvement. The teacher dominated classroom is the one where the teachers spend most of the time talking, and the

students' participation is very limited. The teacher-centered classroom is the one where the teacher is controlling the students' participation through some classroom activities and students have the chance to participate. The student-centered classroom is the one where the students can

participate more actively. The first form of interaction (teacher – learners) is established when a teacher talks to the whole students in the classroom. The main function of this interaction is to practice particular language structure or vocabulary that they have learned.

This kind of activity is named as “drill”. The second form of interaction (teacher – learners / a group of learners) is happening when the teacher refers to the whole students (similar to the previous type), but expects only certain students to answer his/her statement/question. The “certain” students here could be only one student or a group of students. This form of interaction is often used in checking the students' understanding about the lesson. In addition, this kind of interaction is also frequently used at the beginning of the lesson, specifically in guiding students into the lesson. The third form of interaction (learner – learner) is conducted when the students get an assignment from the teacher and they are asked to do it in pairs. The role of the teacher in this kind of situation is as a mentor, watch the students' activity, walk around pairs and help them if necessary. The last form of interaction (learners – learners) is happened when the students have a task to do in the form of groups. Let say that the activity in the classroom in this kind of interaction is the continuum of the previous section. After the students work in pairs, the teacher puts the pairs into a whole group and each pair reports on their work in front of the classroom. When each pair presents their work in the classroom to the whole students, the “learners-learners” interaction is happening. Typically, although not always, a functional syllabus is used. A variety of forms are introduced for each function. Only the simpler forms would be presented at first, but as students get more proficient in the target language, the functions are reintroduced and more complex forms are learned. Thus, for example, in learning to make requests, beginning students might practice 'Would you...?' and 'Could you...?' Highly proficient '...students might learn ' I wonder if you would mind

The teacher gives the students the directions for the activity in the target language. The target language is a vehicle for classroom

communication, not just the object of study. The students try to state the report's predictions in different words. The emphasis is on the process of communication rather than just mastery of language forms. The students are asked how they feel about the reporter's predictions. Students should be given an opportunity to express their ideas and opinions. For example; the teacher gives each group of students a task to perform. One of the teacher's major responsibilities is to establish situations likely to promote communication. Communicative interaction encourages cooperative relationships among students. The teacher reminds the students that one of them is playing the role of the boss and that they should remember this when speaking to his/her. Learning to use language forms appropriately is an important part of communicative competence.

3.4 The effect of the teacher role as advisor to use the target language

As a advisor, the teacher moves from group to group offering advice and answering questions during the activities. The students suggest alternative forms they would use to state a prediction to a colleague. In communicating, a speaker has a choice not only about what to say, but also how to say it. In classic form of Community Language Learning, students with the teacher's help, reflect on how they felt about the activities. Because of the teacher's silent non-involvement, it's up to the students under the controlling, but indirect influence of the teacher to solve problems and learn the language. Getting students to think about what they are learning and to rely on themselves matches our concern for cognitive depth, where close attention to language by individual student has a beneficial effect on the learning process. The teacher will guide learners. Helping learners to identify goals. Suggesting suitable materials by offering choices (rather than prescribing

activities). Suggesting suitable strategies by offering choices

Motivating, supporting and encouraging self-directed learners

. Helping learners to self-evaluate and reflect

Assisting students in discovering how they best learn. Actively listening to learners. Helping learners to talk through their own

problems .Interaction between teacher and students involves mutual communication. In the process of interaction teacher provides students with linguistic input and output to promote their linguistic competences for communication. He/she also helps the students form an open- minded and active mental attitude to make them ready to accept the language and the culture they are learning (Brown 2001).

This is to help the students understand the correlation between the grammatical forms and their functions as well as between the language and the context. Secondly, the task should consider students' needs and be linked to veritable communicative matters and issues that learners currently deal with or may face in the future. It should help them in dealing with and solving the communication problems .that they will come across in their daily life situations

3.5 The effect of the teacher role as co-communicator on the learner's .ability to use the target language

A teacher evaluates not only his students ' accuracy, but also their fluency. The students who has the most control of the structures and vocabulary is not always the best communicator. A teacher can evaluate his students' performance informally in his role as co-communicator. For more formal evaluation, a teacher is likely to use an integrative test which has a real communicative function. In order to assess students' writing skill, for instance, a teacher might ask them to write a letter to a friend. The students play a language game that is important because they have certain features in common with real communicative events, there is a purpose to the exchange.

Also, the speaker receives immediate feedback from the listener on whether or not she has successfully communicated. Having students work in small groups maximizes the amount of communicative practice they receive. Students are, above all, communicators. They are actively engaged in negotiating meaning in trying to make themselves understood even when their knowledge of the target language is incomplete. Also, since the teacher's role is less dominant than in a teacher-centered method, students are seen as more responsible for their own learning. Activities that are truly communicative, according to Morrow (Johnson and Morrow 1981), have three features in common: information gap, choice and feedback. True communication is purposeful. A speaker can thus

evaluate whether or not her purpose has been achieved based upon the information she receives from her listener. If the listener does not have an opportunity to provide the speaker with such feedback, then the exchange is not really communicative. We noted that activities in CLT are often carried out by students in small groups. Small numbers of students interacting are favored in order to maximize the time allotted to each student for communicating. While there is no explicit theory of learning connected with CLT, the implicit assumption seems to be that students will learn to communicate by practicing functional and socially appropriate language. The teacher can maintain control of what goes on in the classroom while still giving students freedom to initiate communication among themselves and with the teacher. To make classrooms communicative we are reducing in the centrality of the teacher. An appreciation for the uniqueness of individuals. Chances for students to express themselves in meaningful ways. Choices both in relation to what students say and how they say it. As teachers, we need to be sensitive to each individual's background and affective state. To create a classroom atmosphere conducive to communication, we need to understand and accept each student as he or she is, and sometimes this is harder than one might imagine. Students need chances to listen to each other, express their ideas in speech and writing and read each other's writing. Students need chances to ask for and receive clarification, confirm their understanding, ask and respond to questions, and react to responses

3.6 The effect of the teacher role as an explainer on the learner's ability to use the target language

The teacher may present some part of the lesson. Students interact with a great deal with one another. They do this in various configurations: pairs, triads, small groups and whole group. As an explainer that must explain these. Judicious use of the students' native language is permitted in CLT. However, whenever possible, the target language should be used not only during communicative activities, but also for explaining the activities to the students or in assigning homework. The students learn from these classroom management exchanges, too, and realize that the target language is a vehicle for communication, not just an object to be studied. For example, errors of form are tolerated during fluency-based activities and are seen as a natural outcome of the development of

communication skills. Students can have limited linguistic knowledge. The teacher may note the errors during fluency activities and return to them later with an accuracy-based activity. Stated that almost all classroom behaviour is learned and that students must clearly understand what is expected of them. The responsibility lies with the teachers to explain how and why they want them to work in that way, and to give positive feedback when students respond positively. It is stated that students themselves want a teacher to keep discipline in the classroom. According to Kyriacou, (1998) maintaining discipline is necessary for learning to be effective. He also suggested that students' misbehaviour can be minimised by generally skilful teaching. Wong and Wong(2005) differentiate between manage and disciple. They stated that "effective teachers manage their classrooms with procedures and routines. Effective teachers must be prepared to reconsider whether the material and methodology is suitable to be re-presented in the classroom. In addition, effective teachers understand that students learn best if their particular culture, background and abilities are acknowledged by the teacher and the methodology and procedure can be adapted to the students' needs. Having probably heard your students say "I'm not sure how to explain it . . ." while speaking, as they search for ways to get their ideas across. Searching for ways to clarify explanations so that the idea you were trying to convey would not only make sense to your listener, but would also stick! included an exercise that requires students to clarify a key concept using various communication strategies. Effective academic speakers may use a combination of techniques in clarifying a complex idea. The follow-up tasks and can have multiple variations depending on the class size, time allocation, and learners' proficiency levels. For example, when time permits for a follow-up task, I introduce a fun challenge, where I ask students to incorporate as many clarification techniques introduced as they can and create a one-minute talk. After each mini-talk, the class will identify (by individually writing down and/or calling out) the number and type of clarification techniques used; the latter is game-like and creates more fun and excitement during the application activity. The speaker who integrates the most techniques in the talk is made the winner of the challenge with an acknowledgment of his/her accomplishments. Ask students to choose two or more strategies and

brainstorm an example that illustrates each one. Request that students be prepared to share their team's examples with the class without revealing the names of the techniques. The rest of the class then will identify the technique(s) that each team used for each example. Illustrate what you are trying to say visually, with a drawing, picture, diagram or chart, to support your verbal explanations.

Chapter Four

Conclusion

Perhaps the greatest contribution of CLT is asking teachers to look closely at what is involved in communication. If teachers intend students to use the target language, then they must truly understand more than grammar rules and target language vocabulary. Clt is an approach to language teaching that emphasizes interaction as both the means and the ultimate goal of study. Students will practice the target language through interaction with one another, and use of the language in class combined with use of the language outside of class.

Clt also focuses on the teacher being a facilitator, establisher, advisor, co-communicator, monitor and explainer and effectively of these roles on the students themselves to learn target language and use it. Communicative Language Teaching focuses mainly on communicative activities which are arranged in realistic and meaningful situations to enhance the communicative competence of the learners. teachers have a positive impact on the teaching and learning processes. The implementation of CLT in English language teaching depends largely on the teachers. The role facilitator, make the activity easier by offering illustrations and facilitate everything related to the lesson

the role monitor, check and keep the interaction between the students by making groups

The role establisher, teaches students the target language by demonstrate the clearly show the accuracy and fluency of the language. The role co-communicator, makes students to communicate between them by giving for example, a conversation to act to improve the interaction inside the classroom. The role

advisor,helps the students if they need any help or also advice them to use the target language outside the classroom by giving them more information The role explainer, uses any resources for example photos, which related to the lesson.So, this lead that the teacher has a positive effect on the students and developing learner's ability to .use the target language inside and outside the classroom

Bibliography

Breen,M.and C.Candlin .1980.'The essentials of a communicative curriculum in language teaching '.Applied Linguistics 1/2

Hymes,D.1971.'Competence and performance in linguistic theory'in R.Huxley and E.Ingram(eds.).*Language Acquisition:Models and Methods*,.London:Academic Press.

Johnson, K. and K. Morrow (Ed's.). 1981. *Communication in the Classroom*. Essex: Longman.

Krashen, S. and T. Terrell. 1983. *The Natural Approach: Language Acquisition in the Classroom*. Hayward, CA: The Alemany Press.

Richard's, J. and T. Rodgers. 1986. *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press.

Ellis, R. (1999). *Learning a second language through interaction*. Amsterdam: John Benjamins

Dagarin, M. (2004). *Classroom interaction and communication strategies in learning English as a foreign language*. English Language and Literature Teaching.

Al-Asmari, A. R. (2013). *Practices and prospects of learner autonomy: Teachers' perceptions*. English Language

Ellis, R. (2004). *The study of second language acquisition*. Shanghai: Shanghai Foreign Language Education Press.

Civikly, J. M. (1992). *Clarity: Teachers and students making sense of instruction*. Communication Education.

Williams, J. (1995). *Focus on form in communicative language teaching: Research findings and the classroom teacher*. TESOL Journal,
