

Communicative Language Teaching Technique: A Neglected Approach in Reading Comprehension Instruction

Authors : Olumide Yusuf Jimoh

Abstract : Reading comprehension is an interactive and purposeful process of getting meaning from and bringing meaning to a text. Over the years, teachers of the English Language (in Nigeria) have been glued to the monotonous method of making students read comprehension passages silently and then answer the questions that follow such passages without making the reading session interactive. Hence, students often find such exercises monotonous and boring. Consequently, students' interest in language learning continues to dwindle, and this often affects their overall academic performance. Relying on Communicative Accommodation Theory therefore, the study employed the qualitative research design method to x-ray Communicative Language Teaching Approach (CLTA) in reading comprehension. Moreover, techniques such as the Genuinely Collaborative Reading Approach (GCRA), Jigsaw reading, Pre-reading, and Post-reading tasks were examined. The researcher submitted that effective reading comprehension could not be done passively. Students must respond to what they read; they must interact not only with the materials being read but also with one another and with the teacher; this can be achieved by developing communicative and interactive reading programs.

Keywords : collaborative reading approach, communicative teaching, interactive reading program, pre-reading task, reading comprehension

Conference Title : ICETM 2023 : International Conference on Education and Teaching Methods

Conference Location : Houston, United States

Conference Dates : October 23-24, 2023