**Adapting Elements of Communicative Language Teaching for Asynchronous Online Classes**

**Adrian Wagner**

**Momoyama Gakuin University**

**Abstract**

In the 2020 academic year many educational institutions, including Momomyama Gakuin University, were unable to hold regular face-to-face classes due to the COVID-19 pandemic. Also, like many other institutions, we were forced to adapt our lessons and teaching styles to online formats. Arguably the biggest disruption was felt by foreign language teachers, who employ communicative language teaching methods. In communicative language teaching, lessons are centered around the learners’ production of the target language in communication-based activities. Videochat platforms such as Zoom and Microsoft Teams offer teachers and students the closest approximation to the real-life classroom. However, due to various reasons, such as unstable Internet connections, and lack of access to a suitable place to join the classes, we could not make attendance to real-time online classes mandatory for students, and had to provide asynchronous alternatives. This presentation will focus on the creation of asynchronous English language lessons that used principles of communicative and task-based learning to create a balance of input and opportunity for output delivered through the Google Classroom system. In these classes, lessons culminated with students completing a *Speaking Task* based on lesson contents, which was recorded and uploaded to Google Classroom. The related academic theories, and practical examples of the Speaking Tasks will be discussed.

Keywords: CALL, communicative language teaching, task-based language teaching, second language acquisition, Google Classroom