

## The Notion Of Communicative Competence And Some Basic

Addressing a wide range of issues in applied linguistics, sociolinguistics, and multilingualism, this volume focuses on language users, the 'people.' Making creative connections between existing scholarship in language policy and contemporary theory and research in other social sciences, authors from around the world offer new critical perspectives for analyzing language phenomena and language theories, suggesting new meeting points among language users and language policy makers, norms, and traditions in diverse cultural, geographical, and historical contexts. Identifying and expanding on previously neglected aspects of language studies, the book is inspired by the work of Elana Shohamy, whose critical view and innovative work on a broad spectrum of key topics in applied linguistics has influenced many scholars in the field to think "out of the box" and to reconsider some basic commonly held understandings, specifically with regard to the impact of language and languaging on individual language users rather than on the masses.

This volume provides a strong theoretical introduction to the field of intercultural communication, offering practical examples of classroom activities, as well as presenting empirical research which demonstrates that intercultural communicative competence (ICC) can be developed effectively in specially tailored courses adjusted to the needs of learners. It presents a novel model of intercultural sensitivity assessment, and outlines the results of research into intercultural communicative competence conducted among the students of English Language Studies in state colleges in Poland. The cultural component in developing ICC as an extra-linguistic determinant is assigned particular prominence in the book. A thorough analysis of the empirical material collected from participant observation, the administered questionnaires and interviews allowed the most common values and attitudes held as components of intercultural sensitivity to be identified. The obtained findings are subsequently analyzed to predict the potential areas of communication misunderstandings and failures between Polish learners of English and representatives of other cultures. Since its advent in the 1970s, the notion of communicative competence (CC) has a tremendous influence on English language teaching, trends, theories, models, and paradigms. Since the 1970s, applied linguists, second language acquisition (SLA) researchers and educationalists have accepted the notion of communicative competence (CC) as the underpinning theory of second language acquisition, the objective of communicative language teaching approach (CLT), and as a measurement of language learner's proficiency. The purpose of this study was to investigate the inclusion, teaching and testing of the features of the notion of communicative competence (CC) in teaching the oral skills to the English majors. In addition, this study investigated the instructors and the students' perceptions of the notion of CC features when teaching and learning the oral skills. The study investigated the teaching and learning of four characteristics of CC, namely, linguistic, sociolinguistic, strategic and pragmatic. These four characteristics were clearly identified using pedagogical criteria extracted from the prominent CC frameworks of Bachman (1990), Bachman and Palmer (1996), Canale (1983) Canale and Swain (1980) , Celce-Murcia, (1995, 2007), and Hymens, (1972). This study also used CC pedagogical specifications recognized by the Common European Framework of

Reference (CEFR). The informants were head of the English department (N = 1), instructors (N = 5), and students (N = 54). The tools of data collection were questionnaires, textbook evaluation, and student self-evaluation competence descriptors. The analysis involved quantitative / qualitative approach using Atliis.ti, SPSS and Excel. The results showed that though both the instructors and students perceived the high importance of teaching the different characteristics of CC ( linguistic, pragmatic, sociolinguistic , strategic) in the oral skills course, the focus of the teaching material, teaching practice and test content was on the linguistic competence and very little was done to promote the other CC components. The results also evidenced. Moreover, the student competence self-descriptive can- do-statements results showed that the students have high control over linguistic competence descriptors and low control on the pragmatic, sociolinguistic and strategic competence descriptors. The results suggest that there is a discrepancy between the learners's expectations and perceptions of their language learning and the reality of teaching and learning the notion of communicative competence.

This study analyses courtroom communicative practices in the trials of an Italian criminal organisation.

This book investigates and analyzes the way in which factors such as communication apprehension, self-perceived communicative competence and group dynamics influence the communicative behavior of a foreign-language learner. It also focuses on interpersonal communication, group communication and public speaking. Using selected models it characterizes and analyzes all types of communication with reference to communication in the language classroom, with a particular emphasis on the foreign-language context. The author also presents some conclusions and implications for both language teachers and language learners, as well as offering suggestions for further research in the field of classroom communication. The results of the study serve as a point of reference for teachers interested in the construct of willingness to communicate and other communication variables related to the issue of communication in a foreign language. The work also raises teachers' awareness of individual learner differences in the context of communication in the foreign-language classroom.

The introduction of communicative competence as the goal of second and for eign language teaching has led to recognition of the role of context in language learning and use. As communicative competence is defined by the social and cultural contexts in which it is used, no single communicative competence can serve as the goal and model for all learners. This recognition has had an impact on program design and materials development. One significant change is that the choice of a teaching method is no longer the primary concern. Instead, the first step for the program designer is becoming familiar with the social and cultural features of the context of the language being taught. This includes a consideration of the uses speakers make of the language, their reasons for using it, and their attitudes toward it. *Contexts of Competence: Social and Cultural Considerations in Commu nicative Language Teaching* explores the relationship between context and com petence from a theoretical and practical perspective. Its audience is applied linguists in general and language teaching practitioners in particular. The overall aim of its five chapters is to provide a framework for consideration of various contexts of language learning and use and to guide the implementation and development of models of communicative language teaching that are responsive to the context-specific needs of learners.

This timely reader in moral philosophy addresses a controversy that strongly affected recent European reflections on the relevance of ethics for theories of democratic institutions and democratic legitimacy. The debate centers around the idea of a communicative ethics as articulated by Jürgen Habermas and Karl-Otto Apel, and it is representative both of recent attempts to bridge the gap between Continental and Anglo-American philosophy and of the turn to language that has characterized much of recent philosophy. The Communicative Ethics Controversy illustrates philosophical dialogue in action, moving from theses to counterarguments to rejoinders. Theoretical statements by Habermas, Apel, and two of their leading students, Dietrich Bohler and Robert Alexy, are followed by a series of five arguments by their leading critics, who represent viewpoints ranging from Kantian idealism to Wittgensteinian ordinary-language theory. Fred Dallmayr's introduction and Seyla Benhabib's incisive conclusion place the debate in perspective, bringing it up to date and relating it to the Anglo-American context. Seyla Benhabib is Associate Professor of Philosophy and Women's Studies at the State University of New York, Stony Brook. Fred Dallmayr is Packey Dee Professor of Government at the University of Notre Dame. Contributors: Robert Alexy. Karl-Otto Apel. Seyla Benhabib. Dietrich Bohler. Jürgen Habermas. Otfried Hoffe. Karl-Heinz Ilting. Hermann Lubbe. Herbert Schnadelbach. Albrecht Wellmer.

This work builds on the assumption that language learning and teaching needs to be made more relevant to the 'glocalised' digital world we live in. Its authors argue that staff in Higher Education (HE) must prepare students for effective online interaction and explores the digital, linguistic and critical intercultural components of 'global citizenship'. The book pivots around an innovative research study; linguistic politeness frameworks are revisited to analyse the written online exchanges on an Online International Learning (OIL) - or intercultural telecollaborative - project between the UK and France. Through the use of cyberpragmatics, and inspired by Meyer and Land's 'threshold concept pedagogy', the authors examine the challenges and solutions identified by an 'expert student' in managing rules of engagement and intercultural awareness when interacting online. This book will appeal to students and scholars of applied linguistics, education, sociolinguistics and intercultural communication, and provide a valuable resource for teacher trainers, language teachers and educators across the world.

This book brings together a collection of current research on the assessment of oral proficiency in a second language. Fourteen chapters focus on the use of the language proficiency interview or LPI to assess oral proficiency. The volume addresses the central issue of validity in proficiency assessment: the ways in which the language proficiency interview is accomplished through discourse. Contributors draw on a variety of discourse perspectives, including the ethnography of speaking, conversation analysis, language socialization theory, sociolinguistic variation theory, human interaction research, and systemic functional linguistics. And for the first time, LPIs conducted in German, Korean, and Spanish are examined as well as interviews in English. This book sheds light on such important issues as how speaking ability can be defined independently of an LPI that is designed to assess it and the extent to which an LPI is an authentic representation of ordinary conversation in the target language. It will be of considerable interest to language testers, discourse analysts, second language acquisition researchers, foreign language specialists, and anyone concerned with proficiency issues in language teaching and testing.

Eva Alcón Soler Maria Pilar Safont Jordà Universitat Jaume I, Spain The main purpose of the present book is to broaden the scope of research on the development of intercultural communicative competence. Bearing this purpose in mind, English learners are considered as intercultural speakers who share their interest for engaging in real life communication. According to Byram and Fleming (1998), the intercultural speaker is someone with knowledge of one or more cultures and social identities, and who enjoys discovering and maintaining relationships with people from other cultural backgrounds, although s/he has not been formally trained for that purpose. Besides, possessing knowledge of at least two cultures is the case of many learners in bilingual or multilingual communities. In these contexts, the objective of language learning should then focus on developing intercultural competence, which in turn may involve promoting language diversity while encouraging English as both a means and an end of instruction (see Alcón, this volume). This is the idea underlying the volume, which further sustains Kramsch's argument (1998) against the native/non-native dichotomy. Following that author, we also believe that in a multilingual world where learners may belong to more than one speech community, their main goal is not to become a native speaker of English, but to use this language as a tool for interaction among many other languages and cultures.

This volume focuses on multimodality in various communicative settings, with special attention to how non-verbal elements reinforce and add meaning to verbal expressions. The first part of the book explores issues related to the use of multimodal resources in educational interactions and English language classroom teaching, also involving learners with disabilities. The second part, on the other hand, investigates multimodality as a key component of communication that takes place in different specialized domains and genres. The book reflects a variety of methodological approaches that are grounded in both quantitative and qualitative techniques. These include multimodal discourse analysis, multimodal transcription, and multimodal annotation software capable of representing the interplay of different semiotic modes, such as speech, intonation, direction of gaze, facial expressions, gestures and spatial positioning of interlocutors. The research collected here highlights the increasingly important role of multimodality in communication across different genres and communicative contexts, and offers new perspectives on how to exploit multimodal resources to enhance the learning of English for both general and specific purposes.

An anthology of articles on teaching English to speakers of other languages. The emphasis is on practical concerns of classroom procedures and on cross-cultural aspects of teaching English around the world. Several of the articles focus on communicative language teaching.

This book explores the transition from the era of internationalization into the era of globalization of Japan by focusing on language and identity as its central themes. By taking an interdisciplinary approach covering education, cultural studies, linguistics and policy-making, the chapters in this book raise certain questions of what constitutes contemporary Japanese culture, Japanese identity and multilingualism and what they mean to local people, including those who do not reside in Japan but are engaged with Japan in some way within the global community. Topics include the role of technology in the spread of Japanese language and culture, hybrid language use in an urban context, the Japanese language as a lingua franca in China, and the identity construction

of heritage Japanese language speakers in Australia. The authors do not limit themselves to examining only the Japanese language or the Japanese national/cultural identity, but also explore multilingual practices and multiple/fluid identities in "a transitional Japan." Overall, the book responds to the basic need for better accounts of language and identity of Japan, particularly in the context of increased migration and mobility.

Moreover, many items in the reference lists are hyperlinked to the TSB, where the user can find an abstract of a publication. All articles (between 500 and 6000 words) are written by specialists in the different subfields and are peer-reviewed. Last but not least, the usability, accessibility and flexibility of the "HTS" depend on the commitment of people who agree that Translation Studies does matter. All users are therefore invited to share their feedback. Any questions, remarks and suggestions for improvement can be sent to the editorial team

Modern language classrooms are currently dominated by the communicative method of language teaching. This reader draws together recent and newly commissioned papers to show the origins of communicative methodology, how it has developed, what its research justification is and how it can most effectively be used in the classroom. Various chapters examine the particular challenges of differentiation, teaching grammar, encouraging pupils to use the target language together and teaching a foreign language to children with special educational needs. The final section discusses ways of developing creativity in the modern languages classroom through the use of drama, creative writing and role play. Anyone involved in teaching modern languages will find this reader a rich source for reflection and good practice.

Exploring the Language of Drama introduces students to the stylistic analysis of drama. Written in an engaging and accessible style, the contributors use techniques of language analysis, particularly from discourse analysis, cognitive linguistics and pragmatics, to explore the language of plays. The contributors demonstrate the validity of analysing the text of a play, as opposed to focusing on performance. Divided into four broad, yet interconnecting groups, the chapters: \* open up some of the basic mechanisms of conversation and show how they are used in dramatic dialogue \* look at how discourse analysis and pragmatic theories can be used to help us understand characterization in dialogue \* consider some of the cognitive patterns underlying dramatic discourse \* focus on the notion of speech as action. there is also a chapter on how to analyse an extract from a play and write up an assignment.

Recent work in applied linguistics has expanded our understanding of the rule governed nature of language. The concept of an idealized speaker -hearer whose linguistic competence is abstract and separate from reality has been enriched by the notion of an actual interlocutor who possesses communicative competence, a knowledge of language which accounts for its use in real-world contexts. Areas of variation previously relegated to idiosyncratic differences in performance have been found to be dynamic yet consistent and lend themselves to study and systematic description. Because language acquisition involves the development of communicative competence, by its very nature it incorporates variation and systematicity. Second-language acquisition is similarly variable, since interlanguage is subject to the same universal and language-specific conventions. In addition, aspects of the

second language have been found to be unevenly acquired and are differently reflected in particular contexts or settings. Yet, despite our expanding knowledge, this variability is only beginning to be treated in much of the second-language acquisition literature. This volume presents the work of some researchers and methodologists who have taken on the challenge of including variation in their research designs and pedagogical recommendations. Variation is shown to be relevant to linguistic, social, and psychological aspects of language. It is apparent in the registers and dialects of the target language and in the interlanguage of learners.

In recent years, there has been an increasing demand for, and rapid development in, the learning and teaching of Asian languages as a foreign language throughout the world. Many governments recognize that Asian languages are of strategic economic importance, and thus they are now offered as a foreign language by a great number of schools and higher education institutions. This book contains chapters written by different authors from several countries on key issues and problems in the teaching of the Chinese, Russian, Farsi, Japanese and Malaysian languages, and some comparative studies. The contributors here explore future directions in the teaching of Asian languages in the 21st century. The ten chapters of the book have been prepared by the authors using the scholarly papers they presented at the Second International Symposium on Asian Languages and Literatures (ADES), which was held on 3–4 May 2012 at Erciyes University, Kayseri, Turkey, under the title of “Teaching of Asian Languages in the 21st Century”.

The contributions to the volume examine in detail diverse aspects of second language education, ranging from a focus on the basic contributions of linguistic theory and research to our understanding of second language learning and teaching on the one hand, to a series of reviews of innovative language education practices in selected regions of the world on the other.

In the disciplines of applied linguistics and second language acquisition (SLA), the study of pragmatic competence has been driven by several fundamental questions: What does it mean to become pragmatically competent in a second language (L2)? How can we examine pragmatic competence to make inference of its development among L2 learners? In what ways do research findings inform teaching and assessment of pragmatic competence? This book explores these key issues in Japanese as a second/foreign language. The book has three sections. The first section offers a general overview and historical sketch of the study of Japanese pragmatics and its influence on Japanese pedagogy and curriculum. The overview chapter is followed by eight empirical findings, each dealing with phenomena that are significant in Japanese pragmatics. They target selected features of Japanese pragmatics and investigate the learners' use of them as an indicator of their pragmatic competence. The target pragmatic features are wide-ranging, among them honorifics, speech style, sentence final particles, speech acts of various types, and indirect expressions. Each study explicitly prompts the connection between pragmalinguistics (linguistic forms available to perform language functions) and sociopragmatics (norms that determine appropriate use of the forms) in Japanese. By documenting the understanding and use of them among learners of Japanese spanning multiple levels and time durations, this book offers insight about the nature and development of pragmatic competence, as well as implications for the learning and

teaching of Japanese pragmatics. The last section presents a critical reflection on the eight empirical papers and prompts a discussion of the practice of Japanese pragmatics research.

Foreign and second language teaching should prepare learners to use a language with fluency and accuracy, and also to speak with people who have different cultural identities, social values and behaviours. This text aims to define precisely what competencies are required, how these can be included in teachers' objectives and methods, and how the ability to communicate across cultural differences can be assessed.

This book presents a concise critical overview of the literature on intercultural communicative competence (ICC) and offers insights into research on this concept. As a novel contribution to the field, the book frames ICC in relation to other learner variables, such as motivation, willingness to communicate, communication apprehension, and self-perceived communication competence. Based on empirical data, the study proposes and tests a model of English majors' ICC interacting with individual differences related to L2 communication. The findings highlight that students' beliefs about their own performance, their apprehension from communication situations and their language learning motivation were successfully integrated into a new model of intercultural communicative competence as understood in an interactional EFL context.

This book is a metaphorical journey through the English lexicon, viewed as a vehicle and a mirror of cultural identity. From the translatability of phrases and metaphors to genre-specific terms, from English as a Lingua Franca to English language teaching, the studies collected here testify to the fact that in English – and overall in language – word contextualization or lack of contextualization impinges on linguistic utterances and leads to differing interpretations of the textual message. The book may be of interest to a wide range of scholars and students who are concerned with the study of the English lexicon, bearing in mind that this lexicon provides the bricks of any language, and language, in turn, needs the cornerstone of Culture to stand firmly and thrive.

Nearly half a century has passed since Hymes proposed the concept of communicative competence to describe the knowledge and skills required for the appropriate use of language in a social context. During these decades, a number of scholars have applied and refined this concept. In language education, communicative competence has been identified as a major objective of learning. This book will inform readers about communicative competence as a highly complex construct encompassing an array of sub-competencies such as linguistic skills and proficiencies, knowledge of socio-cultural and socio-pragmatic codes, and the ability to engage in textual and conversational discourse. Findings from research in related disciplines have pointed to the significance of factors that can contribute to the attainment of communicative competence. Various teaching practices and relevant Information and Communication Technology (ICT) tools will be also introduced and discussed to achieve communicative competence as a complex ability. It is a timely contribution to current research on key areas in the teaching, learning and acquisition of second/foreign languages.

Language teachers present theories for sharpening students' communication skills in a second language, and describe examples of their application in actual classrooms. They explain strategies for beginning listening comprehension; interaction skills with idiomatic expressions, integrating social skills, and group work at intermediate levels; and refining literacy skills for advanced students. Provides a springboard of ideas and approaches for teachers and administrators to tailor to their specific needs. Annotation copyright by Book News, Inc., Portland, OR While research into intercultural teaching has grown exponentially during the past two decades, the research has primarily resorted to the use

of quantitative data collection instruments and the interpretation of scores calculated through them. As such, studies in the field can seem somewhat decontextualized, ignoring in some cases setting-specific parameters. Therefore, further study is needed to bring together theory, research, and practice demonstrating how this teaching is reflected in research design and how it is undertaken in different settings.

*Intercultural Foreign Language Teaching and Learning in Higher Education Contexts* is an essential reference source that provides a series of rich insights into the way intercultural education is practiced in numerous international contexts and showcases practical examples of teaching situations and classroom activities that demonstrate its impact within the classroom. Featuring research on topics such as higher education, multilingualism, and professionalism, this book is ideally designed for educators, researchers, administrators, professionals, academicians, and students seeking pedagogical guidance on intercultural teaching.

This book addresses the linguistic challenges faced by diverse populations of students at the secondary and post-secondary levels as they engage in academic tasks requiring advanced levels of reading and writing. Learning to use language in ways that meet academic expectations is a challenge for students who have had little exposure and opportunity to use such language outside of school. Although much is known about emergent literacy in the early years of schooling, much less has been written about the development of advanced literacy as students move into secondary education and beyond. *Developing Advanced Literacy in First and Second Languages: Meaning With Power*: \*brings together work on first and second language acquisition and emphasizes the importance of developing advanced literacy in the first language, such as Spanish for bilingual students, as well as English; \*spans a range of theoretical orientations and analytic approaches, drawing on work in systemic functional linguistics, genre theory, and sociocultural perspectives; \*addresses the content areas of science, history, and language arts; \*provides specific information about genres and grammatical features in these content areas; and \*presents suggestions for teacher education. What unites the contributors to this volume is their shared commitment to a view of literacy that emphasizes both the social contexts and the linguistic challenges. The chapters collected in this volume contribute in important ways to research and pedagogy on advanced literacy development for the multilingual and multicultural students in today's classrooms. This book is particularly useful for researchers and students in language and education, applied linguistics, and others concerned with issues and challenges of advanced literacy development in first and second languages.

Associated with an important epistemological shift from language proficiency to language criticality in applied linguistic research, this book provides a sociological perspective on foreign language education in Japan. By employing ethnographic methods to investigate the relationship between three core analytical elements – foreign language education geared towards the development of learners' intercultural communicative competence; *nihonjinron* and native-speakerism as potentially constraining ideological forces; and EFL practices observed at four Japanese junior high schools – the author not only shares valuable insights into how English is taught and learned in a stratum of the Japanese EFL system which has received limited attention from researchers over the years, but also clarifies the fundamental and complex changes currently taking place in the Japanese EFL landscape. This multi-faceted book also calls for greater consideration in postmodern ideology critique for the stratified nature of social processes as well as the material conditions and underlying generative mechanisms involved in the production and consumption of (including resistance to) ideological discourse. Accordingly, it outlines several challenges shaping ideology research in educational settings, and responds by developing a realist-oriented theoretical and methodological approach to address these challenges. This book serves as a unique point of reference for the study of parallel nationalist discourses embedded in foreign language education systems around the world.

