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Intercultural Communicative Competence in English Language Teaching in Polish State Colleges - Piotr Romanowski - 2017-05-11
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 and representatives of other cultures.

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communicative-competence-in-english-is-the-golden-key-for-success-in-global-arena

Storyline - Sharon Ahlquist - 2013-01-01
What do you do when someone dumps rubbish in your street? How do you deal with anti-social neighbours? How do you organise a street party? These are some of the questions faced by a class of 11 to 13 year olds working on Storyline: Our Sustainable Street. For five weeks they took on the roles of families who had moved into a newly built street in the fictive English town of Danbury. Working on tasks linked to the syllabus for English, they developed their skills in speaking, listening, reading and writing – and had fun. This book is of central importance in the Swedish curriculum Lgr11.

The book presents the results of a study into the impact of the Storyline approach on the second language classroom. It also provides excellent guidance for teacher education students and teachers of both younger and older pupils (aged 9 to 16 years) in how to adapt this Storyline for their own classes.

What is the Matter with Communicative Competence? - Reinhold Peterwagner - 2005
This book integrates recent findings of linguistic research into ELT. Its aim is - to introduce (future) teachers to the complex concept of communicative competence - to critically analyse learners’ teaching/learning deficiencies in the light of the requirements they are expected to meet at the school-leaving exams or at university-entry - to offer suggestions about how to remedy these shortcomings and also to provide teaching and testing materials.

Developing communicative competence in English as a second language - Mary Newton Bruder - 1975

Handbook of Communication Competence - Gert Rickheit - 2008-08-27
In our everyday life, communicative processes are relevant in almost all situations. It is important to know whether you should say something which is adequate in the situation or whether it is better to say nothing at all. Communicative competence is fundamental for a successful life in our society as it is of great importance for all areas of life. Therefore, it is not surprising that communicative competence is the subject of many theoretical and empirical approaches and, in consequence, research on this topic is diverse. We focus our contributions on linguistic aspects of communication. In the centre of interest are linguistic oriented performances of different forms of communicative competence, language acquisition, and language disorders. The topics of this book concern the description of methods for studying language in the brain, the interaction...
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English Communicative Competence - Cecilia R. Lana - 2015
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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 topics concern the description of methods for studying language in the brain, the interaction between language and cognition, discourse acquisition of children, literacy acquisition and its precursors, the use and acquisition of the sign language, models and training of writing and reading, nonverbal communicative competence, media competence, communication training, developmental dyslexia, the treatment of stuttering, and the description of language disorders.

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MMC : Developing Communicative Competence in English as a Second Language - Mary Newton Bruder - 1973

Starting with 'Say What You Mean' as Introduction the Author emphasises on clarity and coherence in communication. He deals with various aspects of oral and written communication like choice and arrangement of words, style and tone of utterances. Complex concepts are conveyed in simple diction with apt acronyms and memories. He has presented critical ideas in the form of acronymmemonics (acronyms used as mnemonics, a memory aid). This book deals with the much neglected diction in oral and written communication. The book is aimed as ADEPT program. The acronym stands for Appreciation, Demonstration, Experimentation, Practice and Transfer. There are five steps to build one's communicative competence. All living beings need to communicate to meet their necessities. But a professional who wants to make a successful career must have extraordinary ability to communicate with competence and clarity. The books helps in the first two vital steps - appreciation and demonstration. It also designed for teaching - learning. The author has brought many ideas and put them together which is rarely found in the books on soft skills. To some extent, the book will serve as reference material for those who have limited or no access to such material.


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**Linguistic and Communicative Competence** - Christina Bratt Paulston - 1992
This book is an anthology of articles on teaching English to speakers of other languages. The emphasis is on practical concerns of classroom procedures and on the cross-cultural aspects of teaching English around the world. Several of the articles focus on communicative language teaching.

**An Approach for Assisting Adults to Develop Communicative Competence in English as a Second Language** - Delia L. Berra - 1977

**Competence in English as a Second Language** - Delia L. Berra - 1977

**Conversation Strategies and Communicative Competence** - Christian Jones - 2021-03-25
The book reports on research into teaching conversation strategies as a means of developing communicative competence. The introductory chapter defines key terms and positions this book's aims and arguments. The next four chapters each describe a different study examining the teaching of conversation strategies in a different way: a learner corpus investigation of strategies used by both learners and users of English as a lingua franca; a materials evaluation study based on the responses of teachers in a variety of contexts; an experimental study in an ESL context, comparing the effects of teaching conversation strategies to a control group receiving no instruction; and finally a qualitative diary and interview study in an EFL context. The author concludes by discussing the implications of these studies for teachers and researchers.

**Developing a Test of Communicative Competence for English as a Second Language Students at the College Level [electronic Resource]** - Kristen Kern - 1982
The Development of Communicative Competence in English as a Foreign Language at the College/university Level in China - Yufan Lü - 1991

PreK-12 English Language Proficiency Standards - Teresa S. TESOL International Association - 2006
These standards provide an invaluable resource for all English language educators and a model for states and districts. They represent a starting point for developing effective and equitable education for ESOL students.

Conversation Strategies - David Kehe - 2004-01-01

Pragmatic Competence - Naoko Taguchi - 2009-09-04
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.

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**Communicative Competence Approaches to Language Proficiency Assessment** - Charlene Rivera - 1984

**Communicative Competence** - Sandra J. Savignon - 1997
This ground-breaking text, which stresses the use of meaningful language at all stages of language acquisition, is about texts and contexts in second language learning. It is intended for teachers and teachers-in-training as an introduction to the theoretical basis for communicative language teaching and as a guide to building a program consonant with those theories.

**Communicative Competence In Business English** - Robinson - 1988
This book is the outcome of an English Language Teaching Project undertaken by the Department of English, University of Poona, as part of a collaborative programme between the governments of India and the UK. This textbook has been prepared specifically to develop the communicative competence of commerce students. Some of the guiding principles of this textbook have been the use of language for achieving communication tasks, emphasising student initiative and interaction, making students aware of variation in language use, and concentrating on appropriacy and fluency.

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**Developing Communicative Competence in a Second Language** - Robin C. Scarcella - 1990

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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.

New Perspectives on the Development of Communicative and Related Competence in Foreign Language Education - Izumi Walker - 2018-08-21

Developing Communicative Competence of English as a Foreign Language by Training Creative Thinking - Urszula Frysztacka-Szkróbka - 1997-01-01

Developing Reading and Writing in Second-language Learners - Diane August - 2008

Communicative Competence in Foreign Language Learning and Teaching - Anna Trosborg - 1986
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Language and Communication - Jack C. Richards - 2014-06-06

Presents eight specially written chapters which provide a coherent survey of major issues in the study of language and communication, and which show how these are related to questions of practical concern in the learning and teaching of second and foreign languages. The issues discussed have been selected primarily for their relevance to applied linguistics, and there is a unifying interest in how language reflects the communicative functions it performs as well as in the process involved in using language for communication. Each chapter presents a self-contained survey of a central issue, is prefaced by an introduction linking the different perspectives, and is followed by discussion questions to aid effective use of the text in applied linguistics courses.

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Communicative Approaches to Second Language Teaching and Testing - Michael Canale - 1979


Tasks in Second Language Learning aims to re-centre discussion of the ways in which language learning tasks can help offer a holistic approach to language learning, and to explore the research implications. It relates the broad educational and social science rationale for the use of tasks to the principles and practices of their classroom use. The authors provide a balanced review of research as a basis for exploring a broader research agenda. Throughout, the book offers telling illustration of the contributions of a range of specialists in research, teaching methodology and materials development, and of the authors' own argument.


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Teaching English as a Foreign Language - Dr Geoffrey Broughton -
ethnographic case studies describe how translanguaging is used in lesson designs and in the spontaneous moves made by teachers and students during specific teaching moments. The cases shed light on two questions: How, when, and why is translanguaging taken up or resisted by students and teachers? What does its use mean for them? Although grounded in a U.S. context, and specifically in classrooms in New York State, Translanguaging with Multilingual Students links findings and theories to different global contexts to offer important lessons for educators worldwide.

Intercultural Communicative Competence and Individual Differences - Judit Dombi - 2021-03
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' (TM) ICC interacting with individual differences related to L2 communication. The findings highlight that students' (TM) 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.
Improving Communicative Competence in the Teaching of English as a Foreign Language in Taiwan - Jen-Chieh Chang - 1996

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Teaching and Assessing Intercultural Communicative Competence - Prof. Michael Byram - 2020-12-31
This revised edition of Michael Byram’s classic 1997 book updates the text in light of both recent research and critiques and commentaries on the 1st edition. Beginning from the premise that 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, the book is an invaluable guide for teachers and curriculum developers, taking them from a definition of Intercultural Communicative Competence through planning for teaching to assessment. This edition refines the definitions of the five ‘savoirs’ of intercultural competence, and includes new sections on issues such as moral relativism and human rights, mediation, intercultural citizenship and teachers’ ethical responsibilities.

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Common European Framework of Reference for Languages: Learning, Teaching, assessment - Council of Europe - 2020-05-05
The CEFR Companion volume broadens the scope of language education. It reflects academic and societal developments since the publication of the Common European Framework of Reference for Languages (CEFR) and updates the 2001 version. It owes much to the contributions of members of the language teaching profession across Europe and beyond. This volume contains: ➤ an explanation of the key aspects of the CEFR for teaching and learning; ➤ a complete set of updated CEFR descriptors that replaces the 2001 set with: - modality-inclusive and gender-neutral descriptors; - added detail on listening and reading; - a new Pre–A1 level, plus enriched description at A1 and C levels; - a replacement scale for phonological competence; - new scales for mediation, online interaction and plurilingual/pluricultural competence; - new scales for sign language competence; ➤ a short report on the four-year development, validation and consultation processes. The CEFR Companion volume represents another step in a process of engagement with language education that has been pursued by the Council of Europe since 1971 and which seeks to: ➤ promote and support the learning and teaching of modern languages; ➤ enhance intercultural dialogue, and thus mutual understanding, social cohesion and democracy; ➤ protect linguistic and cultural diversity in Europe; and ➤ promote the right to quality education for all.
Acquiring Intercultural Communicative Competence from Textbooks - Lies Sercu - 2000

This book investigates whether and to what extent foreign language textbooks can contribute to promoting adolescent pupils' acquisition of intercultural communicative competence. It gives a full scientific account of a research project carried out amongst Flemish learners of German. The focus of the research was on the relationships between the culture teaching approaches adopted in textbooks and the pupils' learning of culture. Although the sub-title refers to a particular group of pupils learning a particular language, the study has more general bearing and constitutes a substantial contribution to the literature, and in particular empirical research, on the development of intercultural competence in and through foreign language education. The composition of the volume reflects the affective, cognitive and contact dimensions of the culture learning process. It also gives space to the theoretical platform on which the research was built, and to the research methodology adopted. Chapter 1 sets out to contextualise and define the research topic. It clarifies the study's position within the field of culture-and-language learning-and-teaching theory, practice and research. It also situates the investigation into the specific context of teaching and learning foreign languages-and-cultures in Flanders. In chapter 2 the theoretical framework informing the study is developed. Chapter 3 provides an overview of the techniques of data collection and analysis employed, of the kinds of data collected, and of the chronology of data collection. Chapters 4, 5 and 6 provide an interpretative description at A1 and C levels; - a replacement scale for phonological competence; - new scales for mediation, online interaction and plurilingual/pluricultural competence; - new scales for sign language competence; - a short report on the four-year development, validation and consultation processes. The CEFR Companion volume represents another step in a process of engagement with language education that has been pursued by the Council of Europe since 1971 and which seeks to: » promote and support the learning and teaching of modern languages; » enhance intercultural dialogue, and thus mutual understanding, social cohesion and democracy; » protect linguistic and cultural diversity in Europe; and » promote the right to quality education for all.

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