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Communicative
Competence And
Some Basic

The Notion Of Communi cative Competence And Some Basic

**What does our
ability to use
words--that is,**

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**our lexical co
mpetence--con
sist of? What
is the
difference
between a
system that
can be said to
understand
language and
one that
cannot? Most**

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**approaches to
word meaning
fail to account
for an
essential
aspect of our
linguistic
competence,
namely, our
ability to
apply words to
the world. This**

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**monograph
proposes a
dual picture of
human lexical
competence in
which
inferential and
referential
abilities are
separate--a
proposal
confirmed by n**

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europsycholog
ical research
on brain-
damaged
persons.

According to
the author,
artificial
systems for na
tural-language
understanding
could come

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**much closer to
achieving their
goal if they
conformed to
this dual
picture of
competence.
Topics
discussed
include
classical
issues in the**

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Competence And
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**philosophy of
language and
the philosophy
of mind such
as the analytic
/synthetic
dichotomy,
semantic
holism, causal
theories of
reference,
dual-factor**

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Communicative
theories,
Competence And
publicness, ve
Some Basic
rificationism,
and Searle's
Chinese room.
Language,
Speech, Comm
unication
series
«Relevant for
children and
adults at all

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**stages of
Competence And
communication**
Some Basic

**n
development,
this upper-
level text is a
must-have for
SLPs,
educators, and
rehabilitation
professionals
who work with**

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**AAC users. The
book presents
current
research and
theory and
guides readers
through four
skill areas
important to
the
development
of**

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**communicative
e competence:
Linguistic**

**competence.
Learn about
issues such as
the impact of
AAC on an
individual's
natural speech
production,
the**

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**development
and use of
picture-based
communication systems,
and the
relationship
between
spoken
language and
the "language"
of AAC**

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systems.
Competence And
Operational
Some Basic
competence.
Consider
issues related
to technical
operation of
AAC systems,
including
motor
development
and control,

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**cognitive
factors like
awareness and
memory, and s
ensory-
perceptual
development.
Social
competence.
Explore
factors such
as the effect**

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**of
developmental
disabilities on
social commun
ication,
challenges to
developing
social
connections,
and the ability
to conduct
conversations.**

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**Strategic
competence.**
Some Basic
**Examine
operational,
linguistic, and
social
constraints
faced by AAC
users and
learn about
adaptive skills
that allow**

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**users to make
the most of
what they can
do. Two
concluding
chapters show
readers how
to improve the
communicativ
e competence
of AAC users
through**

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**effective
intervention
strategies --
and how to
ensure that
the strategies
are working
through
outcomes
measurement.
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**today, and get
the in-depth
research and
theory you
need to
enhance
communicativ
e competence
for individuals
who use AAC!»
In our
everyday life,**

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Some Basic
**communicative
e processes
are relevant in
almost all
situations. It is
important to
know whether
you should say
something
which is
adequate in
the situation**

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Some Basic
**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**

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Competence And
Some Basic
**importance for
all areas of
life. Therefore,
it is not
surprising that
communicativ
e competence
is the subject
of many
theoretical
and empirical
approaches**

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Communicative
and, in
Competence And
consequence,
Some Basic
research on
this topic is
diverse. We
focus our
contributions
on linguistic
aspects of com
munication. In
the centre of
interest are

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**linguistic
oriented
performances
of different
forms of
communicativ
e competence,
language
acquisition,
and language
disorders. The
topics of this**

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**book concern
the
description of
methods for
studying
language in
the brain, the
interaction
between
language and
cognition,
discourse**

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**acquisition of
children,
literacy
acquisition
and its
precursors,
the use and
acquisition of
the sign
language,
models and
training of**

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**writing and
reading,
nonverbal
communicativ
e competence,
media
competence,
communicatio
n training,
developmental
dyslexia, the
treatment of**

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**stuttering,
and the
description of
language
disorders.
This revised
edition of
Michael
Byram's
classic 1997
book updates
the text in**

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**light of both
recent
research and
critiques and
commentaries
on the 1st
edition.
Beginning
from the
premise that
foreign and
second**

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**language
teaching
should
prepare
learners to
use a
language with
fluency and
accuracy, and
also to speak
with people
who have**

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different
cultural
identities,
social values
and
behaviours,
the book is an
invaluable
guide for
teachers and
curriculum
developers,

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**taking them
from a
definition of
Intercultural
Communicativ
e Competence
through
planning for
teaching to
assessment.
This edition
refines the**

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Some Basic
**definitions of
the five
'savoirs' of
intercultural
competence,
and includes
new sections
on issues such
as moral
relativism and
human rights,
mediation,**

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intercultural
Competence And
citizenship
Some Basic
and teachers'
ethical respon
sibilities.
From Theory
To Practice
A Univen
Study
Teaching and
Assessing
Intercultural

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Some Basic
From Research
to Effective
Practice

Communicative
Competence
for Individuals
who Use AAC
The

Communicative
Competence

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Some Basic
of Young
Children

How children first acquire language is one of the central issues in linguistics. This book draws on a wide range of research, including work in developmental psychology, anthropology and sociology, to explore

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**the processes behind
child language**

**acquisition to the
preschool period.**

**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**

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Communicative
Competence And
Some Basic

**world. Several of the
articles focus on
communicative
language teaching.
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**

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learners'
Competence And
teaching/learning
Some Basic
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.**

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This book explores the nature of intercultural communicative competence (ICC), a set of abilities required to promote sojourner engagement with diversity during study abroad and other educational exchange experiences. A highly original contribution to the intercultural

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communication
literature, this book
bases its multinational
perspective of ICC on
an extensive literary
search in six languages
and spanning 50 years
to identify ICC's
multiple components,
to develop a
comprehensive
assessment tool, and to
assess its development
and impact on**

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Competence And
Some Basic
How Teachers Taught
Contexts of
Competence
The Case of Flemish
Adolescent Pupils
Learning German
Constancy and Change
in American
Classrooms,
1890–1990
An Analysis to
Encourage Teachers of**

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English to Assess the
Competence And
Very Basis of Their
Teaching Basic
Engagement and
Participation

Presents eight
specially written
chapters which
provide a
coherent survey
of major issues
in the study of

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Competence And
Some Basic
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

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Competence And
Some Basic
issues discussed
have been
selected

primarily for
their relevance
to applied
linguistics, and
there is a
unifying interest
in how language
reflects the
communicative

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Some Basic
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

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Communicative
introduction
Competence And
linking the
Some Basic
different
perspectives,
and is followed
by discussion
questions to aid
effective use of
the text in
applied
linguistics
courses.

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Competence And
Some Basic

This book
investigates
whether and to
what extent
foreign language
textbooks can
contribute to
promoting
adolescent
pupils'
acquisition of
intercultural

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Competence And
Some Basic
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

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Competence And
Some Basic
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

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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

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intercultural
Competence And
competence in
Some Basic
and through
foreign language
education. The
composition of
the volume
reflects the
affective,
cognitive and
contact
dimensions of

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the culture
Competence And
learning process.
Some Basic
It also gives
space to the
theoretical
platform on
which the
research was
built, and to the
research
methodology
adopted. Chapter

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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

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also situates the investigation into the specific context of teaching and learning foreign languages-and-cultures in Flanders. In chapter 2 the theoretical framework

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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

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Some Basic
the chronology
of data
collection.

Chapters 4, 5
and 6 provide an
interpretative
description and
analysis of the
investigation's
key concepts.
Chapters 4 and 5
focus on the

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pupils' culture
Competence And
learning
Some Basic
processes and
analyse
relationships
between attitude,
contact and
perception data.
In chapter 6 the
culture teaching
approaches
adopted in the

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investigated
Competence And
textbook series
Some Basic
are described
and evaluated
with regard to
their potential
for promoting
the pupils'
learning of
culture. Chapter
7, finally,
provides a

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summary
Competence And
overview of the
Some Basic
study's main
findings and
presents the
main conclusions
that can be
drawn from the
evidence
presented in
earlier chapters.
It estimates the

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Some Basic
value of the
study's research
methodology and
theoretical
framework. It
also reflects on
how the research
findings can find
application and
implementation.
In the disciplines
of applied

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linguistics and
Communicative
Competence And
Some Basic
second language
acquisition

(SLA), the study
of pragmatic
competence has
been driven by
several
fundamental
questions: What
does it mean to
become

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Competence And
Some Basic
pragmatically
competent in a
second language
(L2)? How can
we examine
pragmatic
competence to
make inference
of its
development
among L2
learners? In what

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ways do
Competence And
research findings
Some Basic
inform teaching
and assessment
of pragmatic
competence?

This book
explores these
key issues in
Japanese as a
second/foreign
language. The

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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

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curriculum. The
overview chapter
is followed by
eight empirical
findings, each
dealing with
phenomena that
are significant in
Japanese
pragmatics.
They target
selected features

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of Japanese
Competence And
pragmatics and
Some Basic
investigate the
learners' use of
them as an
indicator of their
pragmatic
competence. The
target pragmatic
features are
wide-ranging,
among them

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Competence And
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honorifics,
speech style,
sentence final
particles, speech
acts of various
types, and
indirect
expressions.
Each study
explicitly
prompts the
connection

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between
pragmalinguistics
(linguistic forms
available to
perform
language
functions) and
sociopragmatics
(norms that
determine
appropriate use
of the forms) in

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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

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development of
Competence And
pragmatic
Some Basic
competence, as
well as
implications for
the learning and
teaching of
Japanese
pragmatics. The
last section
presents a
critical reflection

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Competence And
Some Basic
on the eight
empirical papers
and prompts a
discussion of the
practice of
Japanese
pragmatics
research.

This text goes
back to basics by
investigating
fundamental

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assumptions
Competence And
about the way
Some Basic
English should
be defined and
taught as a
foreign language.
It looks at
different
attitudes to
English teaching,
and critically
examines

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proposals for
Competence And
course content.
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Discourse in
English
Language
Education
Intercultural
Communicative
Competence in
Educational
Exchange
Theoretical and

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Practical Aspect
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of Scientific
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Study of COMM
UNICATION
COMPETENCE
Research and
Application
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Approaches to
Second
Language
Teaching and

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Testing
Competence And
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Handbook of
Language and
Intercultural
Communication
In Intercultural
Pragmatics, the first
book on the subject,
Istvan Kecskes
establishes the
foundations of the

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field, boldly
Competence And
combining the
Some Basic
pragmatic view of
cooperation with the
cognitive view of
egocentrism in order
to incorporate
emerging features of
communication.
The introduction of
communicative
competence as the

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Competence And
Some Basic
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,

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no single
Competence And
communicative
Some Basic
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

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Some Basic

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

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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
Communicative

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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

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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

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language teaching
Competence And
that are responsive
Some Basic
to the context-
specific needs of
learners.

In the first edition of
this seminal study,
Larry Cuban
presented the last
century of American
teaching as one of a
stable teacher-

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centered pedagogy.
Within this
framework, Cuban
explored how major
school reform efforts
to alter classroom
teaching often
resulted in modest
shifts in pedagogy in
elementary schools
and even less change
in secondary

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schools. Now, in this
second edition, How
Teachers Taught:

Constancy and
Change in American
Classrooms,
1890–1990, Larry
Cuban returns to his
pioneering inquiry
into the history of
teaching practice in
the United States,

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responds to criticisms, and incorporates the scholarship of the last ten years. While not abandoning his basic thesis of the remarkable continuity in teacher-based instruction, Cuban now examines more

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closely the
phenomenon of
“hybrids” of student-
centered and teacher-
centered pedagogy,
and finds many
instances of
classroom change
sufficient to give
pause to those who
see futility in
classroom reform.

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The author looks closely at socioeconomic contexts and the evolution of curriculum content. In the final chapter, Cuban directly assesses the implications of his work for policymakers,

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practitioners, and
Competence And
researchers.
Some Basic
Historians,

sociologists, and
educators will also
find powerful
relevancy to their
work, and the
general reader will
join in an exciting
search for historical
realities. “There are

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educational

problems here, no
election year
gimmicks. Rather,
this book presents
the seasoned
hopefulness and
skeptical wisdom of
a scholar-
practitioner who

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gives us a better map
of where we have
been and a sense of
where we might go.”

—From the Foreword
by David Tyack

Using diverse
language examples
and tasks, this book
illustrates how
intercultural
communication

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Communicative
theory can inform
Competence And
second language
Some Basic
teaching.

Developing
Communicative
Competence in a
Second Language
A Multinational
Perspective
The Selected Works
of Courtney B.
Cazden

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Lexical Competence
Competence And
Social and Cultural
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Considerations in
Communicative
Language Teaching
Topics in ESL

The emergence
of English as a
global
language, along
with
technological

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innovations and
the growing
need for
learner
autonomy, is
changing
language
teaching
rapidly and
profoundly.
With these
changes come
new demands and

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challenges for
teaching
education
programs. This
authoritative
collection of
writings
highlights some
of the best
work being done
today in the
United States
and abroad to

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make
communicative
competence an
attainable
goal. The
contributors
examine what
has come to be
known as
communicative
language
teaching, or
CLT, from the

Get Free The Notion Of Communicative Competence And Some Basic perspectives of teachers and teacher

educators. The
book documents
current reform
initiatives in
Japan, the
United States,
Hong Kong,
Taiwan, and
continental
Europe to

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provide a
global
perspective on
language
teaching for
communicative
competence.

Four major
themes recur
throughout the
volume: the
multifaceted
nature of

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Communicative
language
Competence And
teaching; the
Some Basic
highly
contextualized
nature of CLT;
the futility of
defining a
“native
speaker” in the
postcolonial,
postmodern
world; and the
overwhelming

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influence of
high-stakes
tests on
language
teaching. The
book is a
useful and
valuable tool
for language
teachers,
teacher
educators, and
policymakers.

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The Routledge
Handbook of
Language and
Intercultural
Communication
provides a
comprehensive
historical
survey of
language and
intercultural
communication
studies with a

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critical
assessment of
past and
present theory,
research, and
practice, as
well as an
insight into
future
directions.
Drawing on the
expertise of
leading

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scholars from
different
parts of the
world, this
second edition
offers updated
chapters by
returning
authors and
many new
contributions
on a broad
range of

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topics,
including
reflexivity and
criticality, tr
anslanguaging,
and social
justice in
relation to
intercultural
communication.
With an
emphasis on
contemporary,

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critical
Competence And
perspectives,
Some Basic
this handbook
showcases the
varied range of
issues,
perspectives,
and approaches
that
characterise
this
increasingly
important field

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in today's
globalised
world. Offering
34 chapters
with examples
from a variety
of languages
and
international
settings, this
handbook is an
indispensable
resource for

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students and
scholars
working in the
fields of
intercultural
communication,
applied
linguistics,
TESOL/ TEFL,
and
communication
studies.

Eva Alcón Soler

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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

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competence.
Bearing this
purpose in
mind, English
learners are
considered as
intercultural
speakers who
share their
interest for
engaging in
real life
communication.

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According to
Byram and
Fleming (1998),

the
intercultural
speaker is
someone with
knowledge of
one or more
cultures and
social
identities, and
who enjoys

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Some Basic
discovering and
maintaining
relationships
with people
from other
cultural
backgrounds,
although s/he
has not been
formally
trained for
that purpose.
Besides,

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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

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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

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Communicative
instruction
Competence And
(see Alcón,
Some Basic
this volume) .

This is the
idea underlying
the volume,
which further
sustains
Kramsch's
argument (1998)
against the
native/ non-
native

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Competence And
Some Basic
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

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Communicative
Competence And
Some Basic
speaker of
English, but to
use this
language as a
tool for
interaction
among many
other languages
and cultures.
Three Steps to
Effective
Intervention -
A complete

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Communicative
assessment and
Some Basic
intervention

tool

Intercultural
Communicative
Competence in
English

Language
Teaching in
Polish State
Colleges
Toward

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Contrasting
Communicative
Competence And
Some Basic
Linguistic and
Communicative
Competence
An Introduction
Handbook of
Communication
Competence
Current Trends
in the
Development and

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Communicative
Teaching of the
Competence And
four Language
Some Basic
Skills

**This book presents
a concise critical
overview of the
literature on
intercultural
communicative
competence (ICC)
and offers insights
into research on**

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Communicative
Competence And
Some Basic
**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**

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Communicative
**communication
competence. Based
on empirical data,
the study proposes
and tests a model of
English majorsâ
(TM) ICC
interacting with
individual
differences related
to L2
communication.**

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Competence And
Some Basic

**The findings
highlight that
studentsâ (TM)**

**beliefs about their
own performance,
their apprehension
from
communication
situations and their
language learning
motivation were
successfully**

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Communicative
Competence And
Some Basic
integrated into a
new model of
intercultural
communicative
competence as
understood in an
interactional EFL
context.

This volume
provides a strong
theoretical
introduction to the

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Communicative
field of
Competence And
intercultural
Some Basic
communication,
offering practical
examples of
classroom
activities, as well as
presenting
empirical research
which
demonstrates that
intercultural

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**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**

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Communicative
assessment, and
Competence And
outlines the results
Some Basic
of research into
intercultural
communicative
competence
conducted among
the students of
English Language
Studies in state
colleges in Poland.
The cultural

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Communicative
**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**

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Communicative
administered
Competence And
questionnaires and
Some Basic
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

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Notion Of

**Communicative
Competence And
Some Basic**
**the potential areas
of communication
misunderstandings
and failures
between Polish
learners of English
and representatives
of other cultures.
Communicative
competence is a
term in linguistics
that refers to a**

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Communicative
Competence And
Some Basic
language user's
grammatical
knowledge of
syntax,
morphology,
phonology and the
like, as well as
social knowledge
about how and
when to use
utterances
appropriately. The

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Competence And
Some Basic
debate has
occurred regarding
linguistic
competence and
communicative
competence in the
second and foreign
language teaching
literature, and
scholars have found
communicative
competence as a

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Communicative
**superior model of
language. The
notion of**

**communicative
competence is one
of the theories that
underlie the
communicative
approach to foreign
language teaching.
Communicative
competence in**

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Communicative
Competence And
Some Basic
**terms of three
components;
grammatical
competence: words
and rules,
sociolinguistic
competence:
appropriateness,
strategic
competence:
appropriate use of
communication**

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Notion Of
Communicative
strategies. The
Competence And
scientific study of
Some Basic
Communicative
competence is
developing in a new
dimension of
language learning.
Language teaching
in various parts of
the global world is
based on the idea
that the goal of

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Communicative
language
Competence And
acquisition is
Some Basic
communicative
competence: the
ability to use the
language correctly
and appropriately
to accomplish
communication
goals. The desired
outcome of the
language learning

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Communicative
Competence And
Some Basic
process is the
ability to
communicate
competently, not
the ability to use
the language
exactly as a native
speaker does but
also communicative
competence is made
up of four
competence areas:

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Communicative
linguistic,
Competence And
sociolinguistic,
Some Basic
discourse, and
strategic. In the
early stages of
language learning,
instructors and
students may want
to keep in mind the
goal of
communicative
efficiency: That

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Communicative
Competence And
Some Basic
**learners should be
able to make
themselves**

**understood, using
their current
proficiency to the
fullest. They should
try to avoid
confusion in the
message (due to
faulty
pronunciation,**

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Communicative
**grammar, or
Competence And
vocabulary); avoid
Some Basic
offending
communication
partners (due to
socially
inappropriate
style); and use
strategies for
recognizing and
managing
communication**

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Communicative
breakdowns.
Communication
skill is the ability to
use our physical
and mental
faculties and
previously learned
conceptual
frameworks about
communication to
move toward the
accomplishment of

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Competence And
Some Basic

**a given objective or
goal.**

**Communication
skills fall into two
categories:
initiating and
consuming.**

**Initiating
communication
skills include
asking and
answering**

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Competence And
Some Basic
questions, adapting
language, and
speaking in public,
to name a few.

Consuming
In Speaking,
Willem "Pim"
Levelt, Director of
the Max-Planck-
Institut für
Psycholinguistik,
accomplishes the

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Competence And
Some Basic

**formidable task of
covering the entire
process of speech
production, from
constraints on
conversational
appropriateness to
articulation and
self-monitoring of
speech. Speaking is
unique in its
balanced coverage**

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**Communicative
Competence And
Some Basic**
**of all major aspects
of the production of
speech, in the
completeness of its
treatment of the
entire speech
process, and in its
strategy of
exemplifying rather
than formalizing
theoretical issues.**

A Study of the

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Communicative
Competence And
Some Basic
Integration of
Competence (Cc)
Features in
Teaching the Oral
Skills (Listening
and Speaking) to
English Majors at
the Department of
English, University
of Benghazi
Pragmatic

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Some Basic
Competence
Approaches to
Language
Proficiency
Assessment
Contexts and
Concerns in
Teacher Education
A Model for
Advanced EFL

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Communicative
Learners
Competence And
Some Basic
Competence: an
Experiment in
Foreign-language
Teaching
Starting with
'Say What You
Mean' as
Introduction
the Author
emphasises on

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Communicative
*clarity and
Competence And
coherence in
Some Basic
communication.*

*He deals with
various
aspects of
oral and
written
communication
like choice
and
arrangement of*

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Communicative
words, style
Competence And
and tone of
Some Basic
utterances.

Complex
concepts are
conveyed in
simple diction
with apt
acronyms and
memories. He
has presented
critical ideas

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Communicative
Competence And
Some Basic
in the form of
acronymnemonics
s (acronyms

used as
mnemonics, a
memory aid).

This book
deals with the
much neglected
diction in
oral and
written

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Communication.

*The book is
aimed as ADEPT
program. The
acronym stands
for*

*Appreciation,
Demonstration,
Experimentatio
n, Practice
and Transfer.*

There are five

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*steps to build
one's
communicative
competence.*

*All living
beings need to
communicate to
meet their
necessities.*

*But a
professional
who wants to*

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make a
Competence And
successful
Some Basic
career must
have
extraordinary
ability to
communicate
with
competence and
clarity. The
books helps in
the first two

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*vital steps -
Competence And
appreciation
Some Basic
and
demonstration.
It also
designed for
teaching -
learning. The
author has
brought many
ideas and put
them together*

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Communicative
which is
Competence And
rarely found
Some Basic
in the books
on soft
skills. To
some extent,
the book will
serve as
reference
material for
those who have
limited or no

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Communicative
Competence And
Some Basic
Speech Act
Theory: A

Univen Study
was undertaken
to investigate
the pragmatic
value of the
utterances of
selected
students at

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Competence And
Some Basic
the University
of Venda,
South Africa.

Utterances of
second-
language users
of a language
reflect the
wealth of
their language
experiences
and hence

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Competence And
Some Basic
caution has to
be exercised
when

conducting an
investigation
into such
utterances. It
is within this
background
that this
investigation
was conducted

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Competence And
Some Basic
*into the meani
ng-creation
strategies and
abilities of
the
participants
in this study.
The very
idiocyncratic
utterances
investigated
demonstrated*

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Communicative
vividly the mu
Competence And
lti-
Some Basic
dimensional
thought
process
exploited by
the creators
of these
samples. Also
demonstrated
by the
analyses is

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Competence And
Some Basic
the nature of
communication
and the amount
of linguistic
interaction
necessary for
interlocutors
to create
meaning.
Bringing
together
current

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Communicative
research,
Competence And
theories and
Some Basic
methods from
leading
scholars in
the field,
this volume is
a state-of-the-
art study of
intercultural
communication
competence and

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effectiveness.

*In the first
part,
contributors
analyze the
conceptual
decisions made
in
intercultural
communication
competence
research by*

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examining
Competence And
decisions
Some Basic
regarding conc
eptualization,
operationaliza
tion, research
design and
sampling. The
second part
presents four
different
theoretical

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orientations
Competence And
while
Some Basic
illustrating
how each
person's
theoretical
bias directs
the focus of
research.
Lastly, both
quantitative
and

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qualitative
Competence And
research
Some Basic
approaches
used in
studying
intercultural
communication
competence are
examined.
Augmentative
and
Alternative

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Communicative
Competence And
Engagement and
Some Basic
Participationr

eexamines the
basic
components of
human
communication
based on the
development of
meaning
between two

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Communicative
people and
Competence And
provides a new
Some Basic
theoretical
framework for
integrating
the use of
Augmentative
and
Alternative
Communication
(AAC)
strategies

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Notion Of
Communicative
into
Competence And
interpersonal
Some Basic
interactions.

As such, it is
an
indispensable
resource for s
peech-language
pathologists,
special
education
practitioners,

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Communicative
and
Competence And
researchers in
Some Basic
AAC, as well
as for
instructors
and graduate
students in
the fields of
speech and
hearing
sciences and
special

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*Communicative
Competence And
Some Basic
education. The
book employs a
creative*

*synthesis of
engagement*

*(personal
involvement)*

and

*participation
(exchanges) to
describe*

meaning-making

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Communicative
*and social
competence And
closeness
between*

*partners. This
process allows
for the
acknowledgment
of different
levels of
shared meaning
and outlines a
novel approach*

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Communicative
to assessment
Competence And
and
Some Basic
intervention.

*The book also
describes the
importance of
integrating
relational (in
teraction-
oriented) as
well as
instrumental (*

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Communicative
Competence And
Some Basic
goal-oriented)
communication
functions as
essential in
maintaining on-
going
relationships.
Most resources
in AAC tend to
emphasize
strategies for
enhancing

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*participative
Competence And
Some Basic
strategies
associated
with the
development of
engagement
("being with")
to enhance
communication
between
communication*

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Competence And
Some Basic
*partners. In
contrast, this
text uses*

*interactions
between users
of AAC and
their
communication
partners as a
basis to
explore the
creative*

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Communicative
synthesis
Competence And
between
Some Basic
engagement and
participation
to provide
clinical
guidelines for
assessment and
intervention
in both
interpersonal
and classroom

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Competence And
Some Basic
novel

*theoretical
approach
focused on
engagement and
participation
as core
components in
AAC interventi
on***Emphasis on**

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Communicative
empathic
Competence And
listening
Some Basic
skills of both
communication
partner and
user of AAC
strategies to
facilitate
engagement
(emotional
resonance)
between

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themGuidance
Competence And
for teachers
Some Basic
on the
benefits of a
meaning-based
approach to
communication
in the classro
omApplication
of empathic
listening
strategies to

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Competence And
Some Basic
people with
dementia to
address an

increasing
need for care
of patients
with Alzheimer
disease by
caregivers and
family members
Integration of
social media

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Communicative
and face-to-
Competence And
face
Some Basic
interactions
as central to
developing
relationships
in AAC
interactions
Augmentative
and
Alternative
Communication

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Competence And
Language
Some Basic
Teaching
A Modular
Approach
Defining
Issues in
English
Language
Teaching
An Analysis of
Style

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Communicative
***Intercultural
Competence And
Some Basic
and Language
Pedagogy***

The communicative approach is changing the face of foreign language teaching. It provides an introduction to communicative language teaching for practising classroom

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Some Basic

teachers. The author gives a single coherent account of the basic communicative ideas, emphasizing those aspects most important in the classroom so that teachers can integrate the new ideas into their own familiar methods. He stresses that a knowledge of

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grammar remains
essential for effective
communication.

Current Trends in the
Development and
Teaching of the four
Language Skills
builds connections
from theory in the four
language skills to
instructional practices.
It comprises twenty-
one chapters that are
grouped in five

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sections. The first section includes an introductory chapter which presents a communicative competence framework developed by the editors in order to highlight the key role the four skills play in language learning and teaching. The next four sections each represent a

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language skill:

Section II is devoted to listening, Section III to speaking, Section IV to reading and Section V to writing.

In order to provide an extensive treatment of each of the four skills, each section starts with a theoretical chapter which briefly illustrates advances in the understanding of

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how each skill is likely to be learned and taught, followed by four didactically oriented chapters authored by leading international specialists. These pedagogical chapters deal specifically with four key topics: 1) areas of research that influence the teaching of a particular skill; 2)

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an overview of
strategies or
techniques necessary

for developing a
particular skill; 3) an
approach to the
academic orientation
of a particular skill,
and 4) unique aspects
of teaching each skill.

Moreover, all chapters
incorporate two
common sections: pre-
reading questions at

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the beginning of the chapter in order to stimulate readers' interest in its content, and a section entitled suggested activities at the end of the chapter in order to allow readers put the ideas and concepts presented into practice. The accessible style and practical focus of the

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Competence And
Some Basics

volume make it an ideal tool for teachers, teacher trainers, and teacher trainees who are involved in teaching the four language skills in a second or foreign language context. Since its advent in the 1970s, the notion of communicative competence (CC) has a tremendous

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Some Basic
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

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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

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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

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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),

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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

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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 /

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Source Basis
qualitative approach
using Atlis.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

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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-

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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

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learners'squo;
expectations and
perceptions of their
language learning and
the reality of teaching
and learning the
notion of
communicative
competence.

This work builds on
the assumption that
language learning and
teaching needs to be
made more relevant

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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

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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

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use of
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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.

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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.

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