Филология ва тилларни ўқитиш (инглиз тили)

Коммуникатив тилшунослик ва тил компетенциялари

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Тошкент

Модулнинг ўқув-услубий мажмуаси Олий ва ўрта махсус, касб-ҳунар таълими ўқув-методик бирлашмалари фаолиятини Мувофиқлаштирувчи кенгашининг 2020 йил 7 декабрдаги 648 – сонли буйруғи билан маъқулланган ўқув дастури ва ўқув режасига мувофиқ ишлаб чиқилган.

Тузувчи: **З.Ш.Насиров - РИАИМ директори-проректори в.в.б.**

Тақризчилар: **Клеэр Барнс -Кембридж университети профессори**
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Ўқув -услубий мажмуа ЎзДЖТУ ҳузуридаги РИАИМ Кенгашининг 2020 йил 25 декабрдаги 10-сонли қарори билан тасдиққа тавсия қилинган.

МУНДАРИЖА

I. ИШЧИ ДАСТУР

Кириш

Дастур Ўзбекистон Республикаси Президентининг 2017 йил 7 февралдаги "Ўзбекистон Республикасини янада ривожлантириш бўйича Ҳаракатлар стратегияси тўғрисида"ги ПФ-4947-сон, 2019 йил 27 августдаги "Олий таълим муассасалари раҳбар ва педагог кадрларининг узлуксиз малакасини ошириш тизимини жорий этиш тўғрисида"ги ПФ-5789-сон, 2019 йил 8 октябрдаги "Ўзбекистон Республикаси олий таълим тизимини 2030 йилгача ривожлантириш концепциясини тасдиқлаш тўғрисида"ги ПФ-5847-сон ва 2020 йил 29 октябрдаги "Илм-фанни 2030 йилгача ривожлантириш концепциясини тасдиқлаш тўғрисида"ги ПФ-6097-сонли Фармонлари ҳамда Ўзбекистон Республикаси Президентининг 2012 йил 10 декабрдаги "Чет тилларни ўрганиш тизимини янада такомиллаштириш чора-тадбирлари тўғрисида"ги ПҚ-1875-сон ҳамда Ўзбекистон Республикаси Вазирлар Маҳкамасининг 2019 йил 23 сентябрдаги "Олий таълим муассасалари раҳбар ва педагог кадрларининг малакасини ошириш тизимини янада такомиллаштириш бўйича қўшимча чора-тадбирлар тўғрисида"ги 797-сонли қарорларида белгиланган устувор вазифалар мазмунидан келиб чиққан ҳолда тузилган бўлиб, у олий таълим муассасалари педагог кадрларининг касб маҳорати ҳамда инновацион компетентлигини ривожлантириш, соҳага оид илғор хорижий тажрибалар, янги билим ва малакаларни ўзлаштириш, шунингдек амалиётга жорий этиш кўникмаларини такомиллаштиришни мақсад қилади.

"Коммуникатив тилшунослик ва тил компетенциялари" модули ўқитилиши жараёнида эгалланадиган билим, малака ва кўникмалар ихтисослик фанлар блокига кирадиган фанлар билан интеграллашуви натижасида тингловчиларнинг чет тили коммуникатив компетенцияларини (лингвистик, ижтимоий-лингвистик, дискурсив, стратегик, ижтимоий-маданий) ривожлантиришда муҳим аҳамият касб этади, чунки филологнинг касбий компетенцияси назарий фанлар ва асосий чет тили фани ўқитиш мажмуида шаклланади.

Ушбу дастур мазкур курснинг коммуникатив тилшунослик, лингвопрагматика, когнитив тилшунослик, коммуникатив тилшунослик лингвокультурология, назарий грамматика, назарий фонетика каби тилшуносликнинг фундаментал йўналишларини ҳисобга олган ҳолда тузилган. Ушбу замонавий йўналишлари нуқтаи назаридан, матн – кўп поғонали, мураккаб характерга эга тил бирлиги, мулоқотнинг асосий бирлиги ва ижтимоий таъсир этиш асбоби сифатида талқин этилади. Матн лингвистикасида тил ва маданият муносабатлари муҳим аҳамият касб этса, назарий грамматика эса тилнинг тузилиши ва универсалияларини когнитив,прагматик жиҳатдан талқин қилади. Бунда ижтимоий-маданий омил ва миллий дунё тасвири алоҳида ўрин эгаллайди, чунки маданий контекстни назарда тутмаган ҳолда матн моҳиятини мукаммал тушуниб бўлмайди, баъзи ҳолларда эса бунинг иложи ҳам бўлмайди.

Ушбу мажмуа янги педагогик техногогиялар ва тилшуносликнинг замонавий йўналишлари асосида тубдан янгиланишни илгари суради ҳамда тингловчиларнинг таълим бериш сифатини кўтариш мақсадида дастурда турли эффектив ва замонавий педагогик технологиялар ишлатилган.

Модулнинг мақсади ва вазифалари

Фанни ўқитишдан мақсад – тингловчиларда коммуникатив тилшунослик ва тил компетенциялари модулининг методологик тамойиллари, асосий тушунча ва тамойиллари бўйича мутахассислик профилига мос билим, кўникма ва малакаларни шакллантириш ва такомиллаштириш, ҳамда тингловчиларда матн билан ишлаш малакаларини шакллантириш ва матнни таҳлил қилиш кўникмаларини ривожлантиришдир.

Коммуникатив тилшунослик ва тил компетенциялари модулининг **асосий вазифалари** қуйидагилар:

- коммуникатив тилшунослик тушунчаси бўйича таянч назарий ва амалий билимларни шакллантириш;

- коммуникатив компетенция тамойилларини билиш;

- коммуникатив тилшунослик ва тил компетенциялари бўйича тингловчиларнинг кўникмаларини янада такомиллаштириш;

- CEFR ва унинг доирасида 4 компетенция: лингвистик, социолингвистик, дискурсив ва стратегик компетенциялар;

- Коммуникатив тилшунослик ва тил компетенциялари модули бўйича фойдаланиладиган анъанавий ва замонавий таҳлил методлари асосида лисоний ва маданий тузилмаларнинг ўзаро муносабатини аниқлаш ва таҳлил ўтказиш кўникмаларини шакллантириш;

- хорижий тилларни умумевропа стандартлари талаблари асосида ўқитишнинг лингвистик аспектлари бўйича турли билимлар тузилмалари ва ахборотнинг акс эттирилиши йўлларини ўрганишга қаратилган когнитив методларни амалда қўллай олишни ўргатиш;

- хорижий тилларни умумевропа стандартлари талаблари асосида ўқитишнинг лингвистик аспектлари таркибида ётган концептуал аҳамиятга эга ахборотни, муаллиф интенцияларини (мақсад) тадқиқот асосида очиб бериш.

Коммуникатив тилшунослик ва тил компетенциялари талаблари асосида фонетик ва грамматик ҳодисалар, лингвистик атамалар, коммуникатив интенция (мақсад), коммуникация билан боғлиқ шарт-шароитлар, прагматик эффект ва коммуникация эффективлиги, прагматик, мақсадлар каби тушунчаларни ўрганиш.

Коммуникатив тилшунослик ва тил компетенциялари модулининг мазмунини ташкил этувчи фонетик, грамматик белгилар, сўз ва унинг семантикаси, тузилиши, маъно ўзгаришларига когнитив ёндашув, лисоний ва концептуал дунёқараш, фрейм, концепт, билимлар тузилмаси, когнитив модель, концептуаллаштириш ва категориялаштириш каби тушунчаларни ёритишни назарда тутади.

Модул бўйича тингловчиларнинг билим, кўникма, малака ва компетенциясига қўйиладиган талаблар

Коммуникатив тилшунослик ва тил компетенциялари модули бўйича тингловчилар қуйидаги янги билим, кўникма, малака ҳамда компетенцияларга эга бўлишлари талаб этилади:

Тингловчи:

- коммуникатив тилшунослик тушунчасини;
- коммуникатив компетенция тамойилларини;
- CEFR ва унинг доирасида 4 компетенция: лингвистик, социолингвистик, дискурсив ва стратегик компетенцияларни;
- сўзлашув орқали коммуникатив компетенцияни ўргатишни;
- тинглаш орқали коммуникатив компетенцияни ўргатишни;
- ёзиш орқали коммуникатив компетенцияни ўргатишни;
- ўқиш орқали коммуникатив компетенцияни ўргатишни;
- коммуникатив грамматика ва коммуникатив лексикани;
- концептларини интерпретация қилиш ва ўқитишни;
- хорижий тилларни умумевропа стандартлари талаблари асосида ўқитишнинг лингвистик аспектларининг маданий концептлар, лингвокультурема, маънонинг маданият билан боғлик бўлаги, маданий муҳим ахборот, лингвокультурологик майдон (поле), лингвокультурологик ҳолат, миллий дунё тасвири ҳақидаги **билимларга** эга бўлиши лозим.

Тингловчи:

- коммуникатив тилшунослик ва тил компетенциялари модулининг асосий йўналишлари ва категорияларини англаш;
- коммуникатив тилшунослик модулининг методологик принциплари тамойиллари ва ёндашувларини фарқлаш;
- коммуникатив тилшунослик ва тил компетенциялари модулининг терминологик аппарати, қонуниятлари ва асосий тушунчаларини амалий жиҳатдан қўллаш;
- сўз ва унинг семантикаси, тузилиши, матн категориялари, фонетик ва фонологик назариялар: информативлик, модаллик категориялари, матн яхлитлиги ва тугалланганлиги категориялари, матнда ўрин-пайт категорияларини ўзаро фарқлаш;

- коммуникатив тилшунослик ва тил компетенциялари модули бўйича назарий мавзуларни ва эгалланган ахборотни амалиётда қўллаш **малакаларини эгаллаши** зарур;

Тингловчи:

- мавзуларни таҳлил методларини (лингвистик шарҳлаш, суперлинеар таҳлил методи, семантик, стилистик, концептуал таҳлил, сўз ва матн таҳлилининг статистик, инференция методи, матн таҳлилининг статистик методлари) билиш ва уларни ўқув жараёнида қўллаш;
- модул бўйича эгалланган билим, кўникма ва малакаларни баҳолаш, хулосалар бериш, умумлаштириш ҳамда тадқиқотлар олиб бориш;
- модул бўйича орттирилган малакаларни ўз илмий тадқиқот амалиётида қўллаш *компетенцияларига* эга бўлиши лозим.

Модулнинг ўқув режадаги бошқа модуллар билан боғлиқлиги ва узвийлиги

Коммуникатив тилшунослик ва тил компетенциялари модули Чет тил ўқитишдаги замонавий методлар, тил компетенцияларини баҳолаш механизмлари, тилшуносликда тадқиқотлар олиб боришнинг тизимли каби тилшуносликнинг йўналишлари билан ўзаро боғлиқ.

Мазкур модулни ўқитиш жараёнида таълимнинг замонавий методлари, педагогик ва ахборот-коммуникация технологияларидан кенг фойдаланилади.

Хусусан, интерфаол методларнинг қуйидаги турларидан кенг фойдаланилади:

● гуруҳли музокаралар (group discussions);

● жамоа лойиҳалари (project work);

● жуфтликлар бўлиб топшириқларни бажариш (pair work);

● якка ҳолда маълум мавзу бўйича презентациялар қилиш (individual presentation);

● давра суҳбатлари ўтказиш (round-table discussion);

● инсерт техникаси (Insert technique);

● пинборд техникаси (Pinboard);

● кейс- стади (case-study);

● ақлий ҳужум методи (brainstorming).

Шунингдек, фанни ўқитишда замонавий ахборот технологияларидан ҳам кенг фойдаланилади, жумладан:

● мультимедиа ёрдамида машғулотлар ташкил этиш,

● Power Point дастури ёрдамида презентациялар ташкил қилиш, компьютерда тестлар ўтказиш.

Модулнинг олий таълимдаги ўрни

Модулни ўзлаштириш орқали тингловчилар Коммуникатив тилшунослик ва тил компетенциялари ўқув модули яратишни ўрганиш, амалда қўллаш ва баҳолашга доир касбий компетентликка эга бўладилар.

Модул бўйича соатлар тақсимоти

№	Модул мавзулари	Аудитория ўқув юкламаси		
			жумладан	
		жами	Назарий	Амалий машғулот
1.	Definition of Communicative Competence	2	2	
2.	Principles of Communicative Competence	4	2	2
3.	Linguistic competence	2	2	
4.	Pragmatic competence	2		2
5.	Sociolinguistic competence	4		4
6	Strategic competence	2		2
	Жами:	**16**	**6**	**10**

ЎҚУВ МАШҒУЛОТЛАР МАЗМУНИ

1- 3 мавзу. Principles of Communicative Competence

Мулоқот маҳорати тамойиллари (Beresova, J., Celce-Murcia, M. & Olshtain, E., Coupland, N., & Jaworski, A., Grice H.P, Matthews, P.H., Richards, C., & Rodgers T. S., Wardhaugh, R.). Таянч тушунчалар: CEFR, communicative competence, linguistic / grammatical competence, sociolinguistic competence, pragmatic / discursive competence, and strategic competence. УХСД (Умумевропа халқаро стандарти даражалари). Мулоқот маҳорати, тил/грамматика аспектлари, социолингвистик маҳорат, прагматик маҳорат, стратегик маҳорат.

Қўлланиладиган таълим технологиялари: *диалогик ёндашув, муаммоли таълим, мунозара, ўз-ўзини назорат.*

4-мавзу. Linguistic competence

Тил маҳорати (компетенцияси). (Celce-Murcia, M., & Larsen-Freeman, D., Celce-Murcia, M. & Olshtain, E., Chomsky, N., Croft W, Halliday, M. A. K Halliday, M. A. K. & Hasan, R., Langacker, R. W., Levinson, S., Saussure, F.) Таянч тушунчалар: Structured linguistics, sound image (signifier), mental image (signified), linguistic competence, form, meaning, and use. Структурал лингвистика, овозли тасвир, ақлий тасвир, лингвистик компетенция, шакл, мазмун.

Қўлланиладиган таълим технологиялари: *муаммоли таълим, кластер, диаграмма, мунозара, ўз-ўзини назорат.*

5-мавзу. Pragmatic competence

Прагматик компетенция (Celce-Murcia, M. & Olshtain, E., Grice, H.P., Hymes, D., Yule, G.). Таянч тушунчалар: pragmatic competence, the Cooperative Principle, maxim of quantity, maxim of quality, maxim of relevance, and maxim of manner. Прагматик компетенция, кооператив тамойил, сифат тамойили, миқдор тамойили.

Қўлланиладиган таълим технологиялари: *диалогик ёндашув, муаммоли таълим, БББИ, мунозара, ўз-ўзини назорат.*

6-7 мавзу. Sociolinguistic competence.

Социолингвистик компетенция. (Austin, J., Bowen, M., & Hoking, L., Celce-

Murcia, M., & Olshtain, E., Coupland, N., & Jaworski A., Duff, P. A., Hymes, D., Janks, H., Lakoff, G., & Johnson, M., Lakoff, G., McGroarty, E.M., Kasper, G. & Omori, M., Searle, J., Street, B. & Leung, C., Wardhaugh, R., Xan, S., Jurayev, L., & Inogamova, K.) Таянч тушунчалар: sociolinguistic competence, ideology, and cultural metaphors. Социолингвистик компетенция, идеология, маданиятга оид метафоралар.

Қўлланиладиган таълим технологиялари: *диалогик ёндашув, муаммоли таълим, мунозара, кейс, ўз-ўзини назорат*

8-мавзу. Strategic competence.

Стратегик компетенция. (Celce-Murcia, M., Dornyei, Z. & Thurrell, S., Canale, M., & Swain, M., Dornyei, Z. & Thurrell, S) Таянч тушунчалар: strategic competence; an uneasy situation; repair strategies; reduction strategies; generalization strategy; the extended paraphrases; and, compensation. Стратегик маҳорат, ноқулай вазият, тузатиш стратегияси, қисқартириш стратегияси.

Қўлланиладиган таълим технологиялари *диалогик ёндашув, муаммоли таълим, кейс, мунозара, ўз-ўзини назорат.*

Ўқитиш шакллари

Мазкур модул бўйича қуйидаги ўқитиш шаклларидан фойдаланилади:

- маърузалар, амалий машғулотлар (маълумотларни англаб олиш, ақлий қизиқишни ривожлантириш, назарий билимларни мустаҳкамлаш);

- давра суҳбатлари (кўрилаётган саволларга ечимлари бўйича таклиф бериш қобилиятини ошириш, эшитиш, идрок қилиш ва мантиқий хулосалар чиқариш);

- баҳс ва мунозаралар (асосли аргументларни тақдим қилиш, эшитиш ва муаммолар ечимини топиш қобилиятини ривожлантириш).

II. МОДУЛНИ ЎҚИТИШДА ФОЙДАЛАНИЛАДИГАН ИНТЕРФАОЛ ТАЪЛИМ МЕТОДЛАРИ.

"Кластер" методи: ушбу метод ўз моҳиятига кўра ўзлаштирилган билимларни таҳлил ва сентез қилиш асосида асосий ҳамда иккинчи даражали маълумотлар сифатида гуруҳларга ажратиш имконини беради. Методни қўллашда қуйидаги ҳаракатлар амалга оширилади:

Тингловчилар фаолиятининг самарадорлигини таъминлаш учун уларнинг эътиборларига қуйидаги жадвалларни тақдим этиш мақсадга мувофиқдир. Намуна: ***Brainstorm the notion of "Text"***
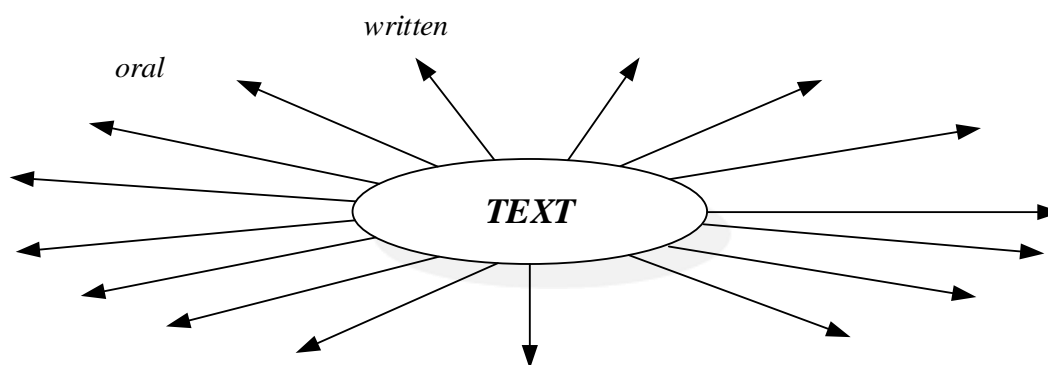
"Ассесмент" методи

Методнинг мақсади: мазкур метод таълим олувчиларнинг билим даражасини баҳолаш, назорат қилиш, ўзлаштириш кўрсаткичи ва амалий кўникмаларини текширишга йўналтирилган. Мазкур техника орқали таълим олувчиларнинг билиш фаолияти турли йўналишлар (тест, амалий кўникмалар, муаммоли вазиятлар машқи, қиёсий таҳлил, симптомларни аниқлаш) бўйича ташҳис қилинади ва баҳоланади.

Методни амалга ошириш тартиби:

"Ассесмент" лардан маъруза машғулотларида талабаларнинг ёки қатнашчиларнинг мавжуд билим даражасини ўрганишда, янги маълумотларни

баён қилишда, семинар, амалий машғулотларда эса мавзу ёки маълумотларни ўзлаштириш даражасини баҳолаш, шунингдек, ўз-ўзини баҳолаш мақсадида индивидуал шаклда фойдаланиш тавсия этилади. Шунингдек, ўқитувчининг ижодий ёндашуви ҳамда ўқув мақсадларидан келиб чиқиб, ассесментга қўшимча топшириқларни киритиш мумкин. Намуна:

Identify text genres presented in the fragments below:

"Б Б Б" методи

A _____ (Polonius:) What do you read my lord? (Hamlet:) Words, words, words.	B _____Once upon a time there was a noble knight, who lived in this castle, which is on the borders of fairyland…	C _____Once upon a time there was a noble knight, who lived in this castle, which is on the borders of fairyland…
D_____ When the fox preaches, take care of your geese	E_____ All books are either dreams or swords, You can cut, or you can drug, with words.	F_____ A witty woman is a treasure; a witty beauty is a power.

Методнинг мақсади: Мазкур метод ўқувчиларда янги ахборотлар тизимини қабул қилиш ва билмларни ўзлаштирилишини енгиллаштириш мақсадида қўлланилади, шунингдек, бу метод ўқувчилар учун хотира машқи вазифасини ҳам ўтайди. Намуна:

Билардим	Билишни хоҳлардим	Билиб олдим

"Тушунчалар таҳлили" методи

Методнинг мақсади: мазкур метод талабалар ёки қатнашчиларни мавзу буйича таянч тушунчаларни ўзлаштириш даражасини аниқлаш, ўз билимларини мустақил равишда текшириш, баҳолаш, шунингдек, янги мавзу буйича дастлабки билимлар даражасини ташҳис қилиш мақсадида қўлланилади.

Методни амалга ошириш тартиби:

- иштирокчилар машғулот қоидалари билан таништирилади;

- ўқувчиларга мавзуга ёки бобга тегишли бўлган сўзлар, тушунчалар номи тушурилган тарқатмалар берилади (индивидуал ёки гуруҳли тартибда);

- ўқувчилар мазкур тушунчалар қандай маъно англатиши, қачон, қандай ҳолатларда қўлланилиши ҳақида ёзма маълумот берадилар;

- белгиланган вақт якунига етгач ўқитувчи берилган тушунчаларнинг тугри ва тулиқ изоҳини уқиб эшиттиради ёки слайд орқали намойиш этади;

- ҳар бир иштирокчи берилган тугри жавоблар билан узининг шахсий муносабатини таққослайди, фарқларини аниқлайди ва ўз билим даражасини текшириб, баҳолайди.

Намуна: "Модулдаги таянч тушунчалар таҳлили"

"Ақлий хужум" методи

Мазкур метод муайян мавзу юзасидан берилган муаммоларни ҳал этишда кенг қўлланиладиган метод саналиб, у машғулот иштирокчиларини муаммо хусусида кенг ва ҳар томонлама фикр юритиш ҳамда ўз тасаввурлари ва ғояларни ижобий фойдаланиш борасида маълум кўникма ҳамда малакаларни ҳосил қилишга рағбатлантирилади. Бу метод ёрдамида ташкил этилган машғулотлар жараёнида ихтиёрий муаммолар юзасидан бир неча оригинал ечимларни топиш имконияти туғилади. Ақлий хужум методи танлаб олинган мавзулар доирасида маълум қадриятлар аниқлаш ва уларга муқобил бўлган ғояларни танлаш учун шароит яратади.

Дарс жараёнида "Ақлий хужум" методидан фойдаланишда қуйидаги қоидаларга амал қилиш талаб этилади:

1. Ўқувчиларни муаммо доирасида кенг фикр юритишга ундаш, уларнинг мантиқий фикрларни билдиришларига эришиш.

2. Ҳар бир ўқувчи томонидан билдирилаётган фирклар рағбатлантирилиб

борилади. Билдирилган фикрлар орасидан энг мақбуллари танлаб олинади. Фикрларнинг рағбатлантирилиши навбатдаги янги фикрларнинг туғилишига олиб келади.

3. Ҳар бир ўқувчи ўзининг шахсий фикрларига асосланиши ва уларни ўзгартириши мумкин. Аввал билдирилган фикрларни умумлаштириш, туркумлаштириш ёки уларни ўзгартириш илмий асосланган фикрларнинг шаклланишига замон ҳозирлайди.

4. Машғулот жараёнида ўқувчилар фаолиятини стандарт талаб асосда назорат қилиш, улар томонидан билдирилаётган фикрларни баҳолашга йўл қуйилмайди. Уларнинг фикрлари баҳоланиб борилса ўқувчилар диққатларини шахсий фикрларини ҳимоя қилишга қаратадилар, оқибатда янги фикрлар илгари сурилмайди. Методни қўллашдан кўзланган асосий мақсад ўқувчиларни муаммо бўйича кенг фикр юритишга ундаш эканлигини ёдда тутган ҳолда уларнинг фаолиятини баҳолаб боришдан воз кечиш мақсадга мувофиқдир.

Намуна:

  Brainstorming. Form 4 groups and discuss the following problems. Share your ideas with other groups

Group 1	Discuss the role of extralinguistic factors in the process of text interpretation
Group 2	How can the communicative postulates be applied to textual communication
Group 3	Characterize the communicative postulates formulated by G. Grice
Group 4	Comment on communicative principles suggested by T.A. van Dijk and G. N. Leech

"Портфолио" методи

"Портфолио" – (итал. portfolio-портфель, ингл.ҳужжатлар учун папка) таълимий ва касбий фаолият натижаларини аутентик баҳолашга хизмат қилувчи замонавий таълим технологияларидан ҳисобланади. Портфолио мутахассиснинг сараланган ўқув-методик ишлари, касбий ютуқлари йиғиндиси сифатида акс этади. Жумладан, талаба ёки тингловчиларнинг модул юзасидан ўзлаштириш натижасини электрон портфолиолар орқали текшириш мумкин бўлади. Олий таълим муассасаларида портфолионинг қуйидаги турлари мавжуд:

Фаолият тури	Иш шакли	
	Индивидуал	Гуруҳий
Таълимий фаолият	Талабалар портфолиоси, битирувчи, докторант, тингловчи портфолиоси ва бошқ.	Талабалар гуруҳи, тингловчилар гуруҳи портфолиоси ва бошқ.
Педагогик фаолият	Ўқитувчи портфолиоси, раҳбар ходим портфолиоси	Кафедра, факультет, марказ, ОТМ портфолиоси ва бошқ.

1.1. LECTURE 1. DEFINITION OF COMMUNICATIVE COMPETENCE

Problems to be discussed:

1.2. Definition of Communicative Competence

1.3. Examples and Observations

1.4. Hymes on Competence

1.5. Canale and Swain's Model of Communicative Competence

KEY TERMS:

CEFR, communicative competence, linguistic / grammatical competence, sociolinguistic competence, pragmatic / discursive competence, and strategic competence, structured linguistics, sound image (signifier), mental image (signified), linguistic competence, form, meaning and use, pragmatic competence, the Cooperative Principle, maxim of quantity, maxim of quality, maxim of relevance, and maxim of manner, sociolinguistic competence, ideology, and cultural metaphors, strategic competence, an uneasy situation, repair strategies, reduction strategies, generalization strategy, the extended paraphrases, compensation.

1.1. Definition of Communicative Competence

The term communicative competence refers to both the tacit knowledge of a language and the ability to use it effectively. It's also called communication competence, and it's the key to social acceptance.

The concept of communicative competence (a term coined by linguist Dell Hymes in 1972) grew out of resistance to the concept of linguistic competence introduced by Noam Chomsky. Most scholars now consider linguistic competence to be a part of communicative competence.

Examples and Observations

"Why have so many scholars, from so many fields, studied communicative competence within so many relational, institutional, and cultural contexts? Our hunch

is that scholars, as well as the contemporary Western societies in which most live and work, widely accept the following tacit beliefs: (a) within any situation, not all things that can be said and done are equally competent; (b) success in personal and professional relationships depends, in no small part, on communicative competence; and (c) most people display incompetence in at least a few situations, and a smaller number are judged incompetent across many situations."

(Wilson and Sabee)

"By far the most important development in TESOL has been the emphasis on a communicative approach in language teaching (Coste, 1976; Roulet, 1972; Widdowson, 1978). The one thing that everyone is certain about is the necessity to use language for communicative purposes in the classroom. Consequently, the concern for teaching linguistic competence has widened to include communicative competence, the socially appropriate use of language, and the methods reflect this shift from form to function."

(Paulston)

Hymes on Competence

"We have then to account for the fact that a normal child acquires knowledge of sentences not only as grammatical, but also as appropriate. He or she acquires competence as to when to speak, when not, and as to what to talk about with whom, when, where, in what manner. In short, a child becomes able to accomplish a repertoire of speech acts, to take part in speech events, and to evaluate their accomplishment by others. This competence, moreover, is integral with attitudes, values, and motivations concerning language, its features and uses, and integral with competence for, and attitudes toward, the interrelation of language with the other code of communicative conduct."

(Hymes)

Canale and Swain's Model of Communicative Competence

In "Theoretical Bases of Communicative Approaches to Second Language Teaching and Testing" (Applied Linguistics, 1980), Michael Canale and Merrill Swain

identified these four components of communicative competence:

(i) Grammatical competence includes knowledge of phonology, orthography, vocabulary, word formation and sentence formation.

(ii) Sociolinguistic competence includes knowledge of sociocultural rules of use. It is concerned with the learners' ability to handle for example settings, topics and communicative functions in different sociolinguistic contexts. In addition, it deals with the use of appropriate grammatical forms for different communicative functions in different sociolinguistic contexts.

(iii) Discourse competence is related to the learners' mastery of understanding and producing texts in the modes of listening, speaking, reading and writing. It deals with cohesion and coherence in different types of texts.

(iv) Strategic competence refers to compensatory strategies in case of grammatical or sociolinguistic or discourse difficulties, such as the use of reference sources, grammatical and lexical paraphrase, requests for repetition, clarification, slower speech, or problems in addressing strangers when unsure of their social status or in finding the right cohesion devices. It is also concerned with such performance factors as coping with the nuisance of background noise or using gap fillers.

In connection with new trends in development and renewal in education of Uzbekistan, recorded in the Strategy for Development of Uzbekistan, the goal of education has been reoriented towards the formation and development of key competencies of students, communicative competences, including. In pedagogical psychology, general didactics and private methods, much attention is paid to the problem of the formation of communicative competence.

Communicative competence is a multicomponent complex socio-psychological concept. The essence of communicative competence is the ability to organize speech activities depending on the tasks and specific communicative situation based on the acquired knowledge and skills.

The quality of the manifestation of competence in communicative activity we call communicative competence.

The analysis of psychological-didactic literature showed that the problem of the

formation of communicative competence is the most discussed. Various methodical schools are looking for ways to form communicative competence. The purpose of our study was to determine the pedagogical conditions that ensure the effective formation of communicative competence in teaching a foreign language.

Competence in a foreign language is the goal and result of special education. The formation of communicative competence of students in teaching a foreign language is carried out through the development in the aggregate of communicative, language competences and linguisticcultural competence, which is carried out through familiarization with material about the country of the language being studied.

Communicative competence combines four types of communication skills; reading, speaking, listening, writing. Language competence refers to phonetic knowledge and pronunciation skills, receptive and productive lexical knowledge and skills, receptive and productive grammatical knowledge and skills.

In recent years, the problem of the formation of communicative skills of listening has increasingly attracted the attention of teachers, psychologists, psycholinguists and methodologists. A serious theoretical search is conducted in the study of this complex process.

The formation of communicative listening skills is of great importance, since the mastery of a foreign language and the development of speech skills is carried out mainly through listening. Therefore, listening should be developed better than other skills, but putting on listening causes great difficulties.

For successful learning, listening requires a didactic and methodical system that takes into account these difficulties and provides for their overcoming [1, 227]. One of the effective conditions for the formation of communicative competence is the definition of a tool or tool, the use of which contributes to a qualitative change in the level of formation of communicative competence in a foreign language in high school students. A generally accepted means of generating knowledge and skills is exercise. Communicative competence is formed through various communication exercises aimed at overcoming communicative difficulties arising in the process of learning a foreign language. Studying a variety of communicative exercises and the role of

exercises in the learning process, V. L. Skalkin wrote: "most often, the goal in a lesson is not achieved precisely because there are no bad or good exercises, but there are teachers who either do well or wrongly are using. In other words, in the hands of the master of the exercise, "terrible power" .

But the use of individual communication exercises can not lead to high results. Consequently, a more versatile tool is needed, the use of which can guarantee the achievement of planned results and ensure the effectiveness of teaching a foreign language as a whole. Such a universal tool is a system of exercises. According to V. A. Onischuk, "skills and abilities are formed on the basis of the fulfillment of a certain system of exercises, they are improved and consolidated in the process of their creative application in changing situations" .

The exercise system is understood as an organized sequence of learning activities in order of increasing language and operational complexity and aimed at building the necessary skills and abilities. From our point of view, an exercise system is an organization of exercises with gradual complication, interconnected by one theme and arranged in a certain sequence.This is a system that includes a sufficient number of exercises for the formation of communicative skills of students.

For the formation of communicative competence in the process of learning a foreign language, it is necessary to develop a system of exercises that, given the difficulties in learning, will ensure their overcoming and lead to the achievement of the goal. More acceptable, in our opinion, is the approach of

V. A. Onischuk. We took it as a base with the subsequent adaptation to the formation of communicative competence in teaching a foreign language in high school students. The didactically expedient sequence of exercises in V. A, Onishchuk, adopted by many teachers, is as follows: preliminary, introductory, trial, training, creative, and control.

We have used the communicative exercisesfor the formation of general auditskills and abilities used by modern domestic and foreign methodologists-researchers in teaching foreign languages in America, England, Germany and France:

1. Exercises to overcome the phonetic difficulties of perception;

2. Exercises to overcome grammatical difficulties;

3. Exercises to overcome lexical difficulties;

4. Exercises for learning the perception of speech flow;

5. Exercises for learning anticipation, isolation of various categories of semantic information;

6. Exercises for the development of an auditory memory, attention, imagination, logical thinking;

7. Speech exercises.

The formation of communicative competence in teaching a foreign language, should be carried out on the basis of the use of a system of communicative exercises to overcome phonetic difficulties and difficulties in learning anticipation. Anticipation is anticipation or prediction.

For listening skills, communication is anticipation of perceived information from a foreign language text to listen to. E.I. Passov believes that in the listening process there is a pre-tuning of the organs of speech, which contributes to the excitation of some models in the brain. Such pre-tuning is the basis for the functioning of the anticipation mechanism. This may be anticipation of the structural side of speech and its substantive side.

The formation of communicative competence of students in learning a foreign language is a long and complex process. It involves the implementation of a competence-based approach aimed at the formation and improvement of not one type of communicative skills, but in the aggregate of all components of communicative competence: communicative skills of listening, reading, speaking and writing. Only then can we talk about the formation of a systemic set of competencies, mastering them in the complex.

Thus, the effectiveness of the formation of communicative competence is achieved through the development of communicative listening skills. Improving the quality of students' knowledge is achieved through the use of a scientifically-based system of communication exercises, which includes exercises to overcome phonetic difficulties and difficulties in anticipation.

Compliance with the formation of communicative competence contributes to the achievement of positive results in the learning process.

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Lecture 2. Principles of Communicative Competence

Plan:

1.1. Principles of Communicative Competence

1.2. Linguistic Competence

1.3. Pragmatic Competence

1.4. Sociolinguistic competence

1.1. Principles of Communicative Competence

Chapter One addresses the theoretical underpinning of the Common European Framework of Reference (CEFR), which is the overarching framework of teaching foreign languages in Uzbekistan. The goal of this chapter is to familiarize you with the four communicative competencies of language: linguistic, pragmatic, sociolinguistic, and strategic. More specifically, Section 1.1 will exemplify that successful human communication is built upon knowing linguistic competence *in addition to* other competencies (i.e., sociolinguistic, pragmatic, and strategic). Section 1.2 discusses linguistic competence, which is the ability to understand language structure (e.g., syntax). Section 1.3 delves into pragmatic competence, or, the ability to interpret and convey meaning in context. Section 1.4 addresses sociolinguistic competence, which examines how cultural norms play a role in meaningful communication. And finally, Section 1.5 will conceptualize strategic competence – the ability of the interlocutor to

find ways to understand language without fully knowing what is being communicated. A firm grounding in these competencies will provide you theoretical support in your growing development as a language educator in Uzbekistan.

UZBEK VIGNETTE

A head of an English Language department was asked by the rector of the University to observe a teacher's lesson, and to determine if the language teacher is using communicative approaches in his/her class. The head of the department (observer) expected to see a class on family, in which, students interacted with one another and did group discussions on their own stories on this chosen topic. However, the head of the department only saw the teacher explaining the vocabulary and the expected grammatical rules students should memorize. The observer reported the class was not interactive and the teacher's voice could be heard only during the lesson.

The following day, the head of the English Department decided to conduct a master class based on CLT. Everyone was interested in this communicative class, including the teacher who was recently observed. The class started. The topic was "The Principles of Communicative Competence." Rather than starting with an explanation of the rules on the principles of communicative competence, the head gave two examples. The first read:

The sister (she) of my friend (he), sitting in front of me, is the best.

The head asked the class to discuss for two minutes who is sitting, *he* or *she*. Some said *he* is sitting, while others said *she* is. Furthermore, the head asked the teachers why some people made the decisions they did. The class discussed but did not come to a consensus. The head asked if there were any syntactical rules that would guarantee *his* or *her* sitting? No teacher could answer the department head's question. **This example shows that syntactic rules are not enough to answer his query**. Language is about social context, that is, the real life to which syntactical rules should fit into, and not the other way around. People, while communicating, could make mistakes from a GTM perspective but might be right from a communicative perspective. In

other words, GTM says that "friend/he" is sitting because "there is at least a collocational relationship between" "friend/he" and "sitting", in which *sitting in front of me* "is a phrase headed by the participle" (Matthews, 1981, p. 176). CLT, however, prioritizes communication that takes place in a concrete time, space and social context, thus *he* or *she* might be the case of sitting in that time, space, and social context.

The department head gave another example to demonstrate how non-linguistic factors affect the way we interpret words, sentences, etc. The example reads:

I will be back in five minutes.

The head continued the previous discussion and asked participants whether this utterance could be considered successful or not (i.e., successful communication can ensue). Teachers mostly said there was no problem in understanding and the intended meaning was apparent. However, the head said that this communication was not successful between two people in real life because the speaker's interlocutor did not understand appropriately the utterance from a cultural perspective. (Even though this utterance is grammatically correct.) The head explained the social context for this utterance to the teachers: an Uzbek who was talking to a person from the United States. Once this utterance was made, the American questioned it, saying "whether it is real five minutes or Uzbek five minutes." The American used to experience that Uzbeks use the phrase 5 minutes to represent a certain amount of time, but not actual five minutes. Even though five minutes is an objective fact, different cultures affect the way we differently interpret this objective fact. **Thus, we should decide whether we are educating students to be competent only in knowing facts and rules, or they should also be able to put these facts and rules into practice**. One should be able to accomplish a communicative goal.

REFLECTION
What do you think about the examples given in the vignette? Can you provide additional language examples that shows how non-linguistic factors favour meaning construction in human communication?

1.2. Linguistic competence

I remember vividly my language teachers at the Uzbekistan State University of World Languages in the 2000s who educated me in the Grammar Translation Method (GTM). From that time, we targeted at analyzing only form/structure and meanings/semantics and left out an analysis of use/discourse/pragmatics. Let's see how such an analysis looked like in the following example:

A teacher in class asks students to analyze and translate the following utterance: "It's a holiday today; my kid is home from school." Students say that this is a simple sentence, which contains a noun phase, verb, and secondary parts of speech. Each word in the sentence is given in its primary meaning, thus it is a neutral sentence. Students learnt by heart all the words given in these sentences. The dictionary helped students to translate them easily. GTM says that once you know all these rules (the building blocks of language), you can easily apply them to a new situation, composing an indefinite amount linguistically correct sentences to describe the reality.

We never questioned how this sentence – "It's a holiday today; my kid is home from school" – could be interpreted differently in a real-life situation. So, once these sentences are regarded to be the relevant utterances from the viewpoint of form/structure and meanings/semantics, their use could cause a communicative problem. Instead, Americans tend to use, "It's a holiday today, my kid*s* are home from school." "Kid" in its plural form. To use "kid" in a singular form may mean (meaning-in-use) "my kid, whom I do not like or even despise" is home. To show endearment, the speaker may use the singular noun, child instead of kid. The form/structure and meanings/semantics never tells us meaning-in-use, functional meaning, communicative meaning.

REFLECTION

Think about the vignette and reflect on it and the relationship among form, meaning, and use. Then, think about the following sentence: *Vegetarians like eating beef.* How could this sentence be correct in its form? Using Figure Two

above, what are the building blocks of this sentence? (Thus, can you explain each level of the pyramid with the sentence, *Vegetarians like eating beef*?)

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ACTION

Please write a one-page response to the following inquiry: Is human communication the totality of linguistic rules (form and semantics), or, is it more than that? If so, how; if not, how not? Use evidence from your life to provide your rationale and justification.

</div>

1.3. Pragmatic competence

UZBEK VIGNETTE

I remember vividly my language teachers at the Uzbekistan State University of World Languages in the 2000s who educated me in the Grammar Translation Method (GTM). From that time, we targeted at analyzing only form/structure and meanings/semantics and left out an analysis of use/discourse/pragmatics. Let's see how such an analysis looked like in the following example:

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school." "Kid" in its plural form. To use "kid" in a singular form may mean (meaning-in-use) "my kid, whom I do not like or even despise" is home. To show endearment, the speaker may use the singular noun, child instead of kid. The form/structure and meanings/semantics never tells us meaning-in-use, functional meaning, communicative meaning.

REFLECTION
Think about the vignette and reflect on it and the relationship among form, meaning, and use. Then, think about the following sentence: *Vegetarians like eating beef*. How could this sentence be correct in its form? Using Figure Two above, what are the building blocks of this sentence? (Thus, can you explain each level of the pyramid with the sentence, *Vegetarians like eating beef*?)

ACTION
Please write a one-page response to the following inquiry: Is human communication the totality of linguistic rules (form and semantics), or, is it more than that? If so, how; if not, how not? Use evidence from your life to provide your rationale and justification.

SUMMARY

Pragmatic competence needs to be taught in foreign language teaching classes as it enhances students' ability to interpret meanings in social context, in real-life situations. Interactive classroom activities should be conducted around the concepts such as understanding the cooperative principle, through which we enhance students' pragmatic competence.

1.4. Sociolinguistic competence

UZBEK VIGNETTE

One day a head of the English Language department attended a class conducted by one of the best CLT teachers at the Uzbekistan State University of World Languages. The head was particularly interested in the types of CLT activities that this teacher (she) employs to teach sociolinguistic competence. The teacher's class was exceptionally interesting on that day: at the beginning of the class, the teacher asked the class to write on a sheet of paper how they interpret/understand the concept of love. The students (Ss) wrote the following: Love is...

S1 (she): "...passionate feeling toward someone who steals your peace days and nights";

S2 (she): "...addiction. Sacrifice your life for the sake the sake of others";

S3 (she): "...quicksilver";

S4 (she): "...understanding each other all your life";

S5 (he): "...emotion which comes of knowledge and understanding, as knowledge changeable, feeling changeable as well";

S6 (she): "...mutual understanding, respect, sympathy";

S7 (he): "...the attitude towards somebody who feels appealing";

S8 (she): "...abstract feeling. We have many kinds of love: to motherland, to children, to a family".

After this, the teacher asked the class to look in the dictionary and find out the meanings of "love". The class found the following dictionary meanings of love: (i) "a strong feeling of deep affection for sb/sth, especially a member of your family or a friend"; (ii) "a strong feeling of affection for sb that you are sexually attracted to"; (iii) "the strong feeling of enjoyment that sth gives you"; (iv) "a person, a thing or an activity that you like very much" (Oxford Advanced Learner's Dictionary, 9th edition, 2015). The head was surprised why these differences between the dictionary meanings and the students' interpretations happened.

REFLECTION
Think about the situation above. Why was there a difference between the dictionary meaning of *love* and the students' interpretation of *love*? What social factors facilitated the emergence of these differences? What do you think was the

next activity the teacher did with the class to proceed further?

ACTION
Please write a one-page response to the following inquiry: How can human communication and interpretations be affected by non-linguistic factors? Use evidence from your life to provide your rationale and justification on the relationship between language and culture.

1.5. Strategic competence

UZBEK VIGNETTE

One day a student who was majoring in English came to his language teacher at the university and explained a strange situation that had happened to him while he was talking to a foreigner who was visiting Uzbekistan from the United States. The foreigner did not speak Uzbek or Russian but only English and he was interested in Uzbekistan's national food. The student explained that he could not accurately and fluently talk about the famous Uzbek national food *plov* (i.e., what ingredients it contains and how to cook it). The student said that he felt shameful because he did not represent his country well. The student said he lacked vocabulary; he also said he was accompanied by fear that grammatically incorrect sentences were considered unacceptable (as he was taught). He felt embarrassed. After listening to the student, the teacher thought for a while and was not sure about how to support the student in this situation.

REFLECTION
Think about the situation above. What kind of communication strategies would you tell the student he could have used to communicate with the foreigner in a more effective way?

ACTION

Please write a one-page response to the following inquiry: how can human communication be successful, even if deficiencies connected with linguistic, pragmatic and sociolinguistic competencies arise? Use evidence from your life to provide your rationale and justification on overcoming such deficiencies.

SUMMARY

Strategic competence needs to be taught in foreign language teaching classes as it enhances students' ability to overcome uneasy situations that a speaker comes across in real life situations while talking to foreigners.

Lecture 3 (4 mavzu). Linguistic competence

Learning Outcomes:

By the end of this section, you will only be able to...

A) discuss how linguistic competence is tied to form/structure and meanings/semantics, but

leaving *use* to discuss in the pragmatic, sociolinguistic, and strategic competences sections;

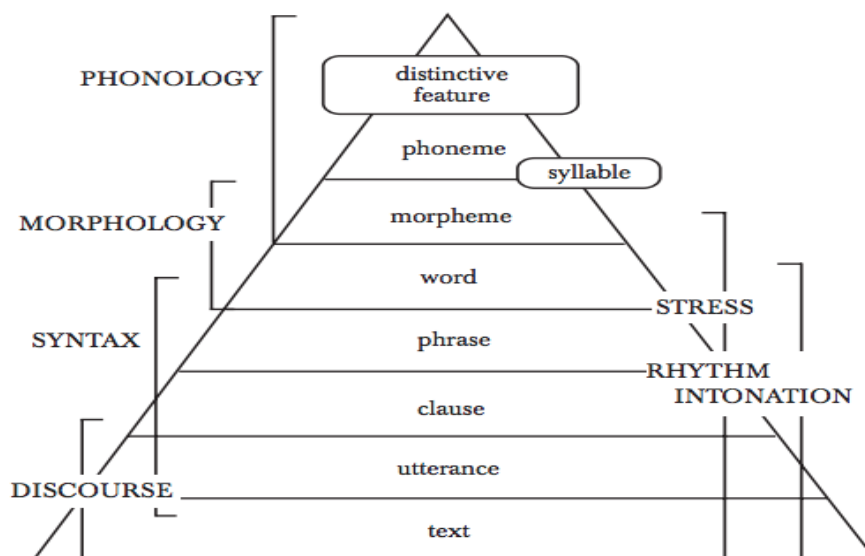B) confirm your knowledge of the building blocks of language:

Figure Two. Units of Language (van Lier, 1995, p. 15)

Materials: Handout 1

NB: Handout 1 (Uzbek Vignette)

Procedure

1. Lead-in: Introduction and overview

Objectives: to introduce the topic; to prepare for the session

Time: 30 min

Materials: handout

Interaction: plenary

Handout 1

Time: 30 min

UZBEK VIGNETTE

I remember my language teachers at the Uzbekistan State University of World Languages in the 2000s who educated me in the Grammar Translation Method. In that, we targeted at analyzing only form/structure and meanings/semantics, leaving out of an analysis use/discourse/pragmatics. Let's see how such an analysis looked like in the following example:

A teacher in class asks from students to analyze and translate the following utterance "It's a holiday today; my kid is home from school." Students say that this is a simple sentence, which contains a noun phase, verb, and secondary parts of speech. Each word in the sentence is given in its primary meaning, thus it is a neutral sentence. Students learnt by heart all the words given in these sentences. The dictionary helped students to translate them easily. GTM say, once you know all these rules (the building blocks of language), you can easily apply them to a new situation, composing an indefinite amount linguistically correct sentences to describe the reality.

We never questioned how this sentence – "It's a holiday today; my kid is home from school." – could be interpreted differently in a real-life situation. So, once these sentences are regarded to be the relevant utterances from the viewpoint of form/structure and meanings/semantics, their use could cause a communicative problem because in the United States people usually do not deploy such them, instead using "It's a holiday today, my kid*s* are home from school." "Kid" in its plural form. To use "kid" in a singular form may mean (meaning-in-use) "my kid, whom I do not like or even despise" is home. To show endearment, the speaker may use the singular noun, child instead of kid. The form/structure and meanings/semantics never tells us meaning-in-use, functional meaning, communicative meaning. Thus, the sentence "Vegetarians like eating beef" could be correct in its form and semantics, but irrelevant in its use.

Answer the following questions:

1. Think about the vignette and reflect on it. Do you agree that within GTM we used to learn language via its form/structure and meanings/semantics, but missing meaning-in-use/communicative meaning?

Handout 2 (Read at home)

Time: 30 min

An American's Perspective of the Form-Meaning-Use Dimensions

The subsystems of form, meanings, and use (Cecle-Murcia & Larsen-Freeman, 1999) are both interdependent and overlapping because "each element in a language is explained by reference to its function in the total linguistic system" (Halliday, 1994, p. xiv). I[1] will illustrate the interdependency and overlapping nature of the three dimensions with the title I was given during my Peace Corps Service. Although I was called a Peace Corps Volunteer (PCV) from the American Government perspective,

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[1]Dr. David Chiesa, an editor of this manual.

that was not my title in China. Of the 72 countries Peace Corps serves, China volunteers are the only volunteers not called PCVs, but rather, US-China Friendship Volunteers. I have been intrigued with this change of name for quite some time. Through an explication of this noun phrase I will show how the linguistic system of language is a part of the social system. I will begin with Celce-Murcia and Larsen-Freeman's (1999) subsystem of form.

Form, as one of the dimensions, "consists of the visible or audible units: the sounds (or signs in the case of sign language), written symbols, inflectional morphemes, function words (e.g., *of*), and syntactic structures" (Larsen-Freeman, 2003, p. 34). Form takes into consideration how grammar operates at the subsentential or morphological level and is constituted by studies in phonology, graphology, semiology, morphology, and syntax. *US-China Friendship Volunteer* is pronounced as /iu es tʃaɪnə frɛndʃɪp vɒlənˈtɪər/, and is a noun phrase (NP) with five morphemes. *US-China* (noun + noun) are two free morphemes compounded to form one lexical item. *Friendship*, (noun + noun), consists of one free and one bound morpheme. The bound morpheme, *ship*, is derivational and does not change the grammatical function of the word. *Volunteer* consists of one free morpheme. The word order, or internal structure, of the NP *US-China Friendship Volunteer*, is fixed. The NP is broken down by the subject determiner, *US-China*, and then followed by the noun head. A NP "consist of a noun as head, alone or accompanied by one or more dependents" (Huddleston & Pullum, 2002, p. 326). The pre-head dependent adjective, *friendship*, accompanies *volunteer*; thus, the internal structure is fixed and the word order cannot be conceived as **Friendship US-China Volunteer*. This structure is the form of the noun phrase *US-China Friendship Volunteer*.

Meaning is another dimension. "When dealing with meaning, we want to know what a particular English grammar structure means and what semantic contribution it makes whenever it is used" (Celce-Murcia & Larsen-Freeman, 1999, p. 4). When placed in an appropriate case-form, the NP functions as a complement in clause structure; for example, as a subject (*A US-China Friendship Volunteer arrived*), object

(*Our school needs a US-China Friendship Volunteer*), or predicate complement (*Dave is a US-China Friendship Volunteer*). Additionally, the US-China Friendship Volunteer's *denotation*, the dictionary definition or referential meaning, means "an unpaid person from the US Peace Corps who represents a friendly relationship between the United States of America and The People's Republic of China." The phrase's *connotation*, an extension beyond the literal denotation and the emotional association of the word, will be different from the denotation. One might assume that there is a relationship between the American and Chinese that involves mutual knowledge, esteem, affection, and respect.

A question inevitably arose from other China volunteers and myself during our two years of service: What kind of connotations did the title Peace Corps Volunteer hold for it to be changed to US-China Friendship Volunteers? According to Bonnie Thie, Peace Corps China country director (2009-present),

From talking with the first country director, my understanding is that the name "PC" had connotations linked to third world development work and to notions of clandestine or subversive activities. In addition "corps" carried military overtones. Because of the concerns, a unique name was agreed on that recognized the specific goal of building people-to-people friendships. Both names were used in the country agreement which was signed in 1998 (personal communication, October 2009).

Bonnie's explanation of PC emphasizes how each element in a language makes reference to its function (meaning-in-use) in the social context. PC has a semantic relation of situational reference or exophoric reference. Halliday and Hassan (1989) posit that an "exophoric item...is one which does not name anything; it signals that reference must be made to the context of situation" (p. 33). The exophoric reference of PC retrieved a negative referential meaning of "subversive activities" and "military;" thus, the title was changed. This example shows how a word's reference (to a social context and to different cultures) can influence the use, or lack thereof, of a specific lexical item in a certain context.

Use is the third dimension in Larsen-Freeman's form, meaning, and use paradigm. According to Celce-Murcia and Larsen-Freeman (1999), pragmatics is another name for use. Levinson (1983) explained that *pragmatics* are the "relations between language and context that are grammaticalized, or encoded in the structure of a language" (p. 9). Just knowing the form and meaning of the noun phrase, *US-China Friendship Volunteer*, is not sufficient for someone to be able to use it appropriately. A speaker will need to know when to use *US-China Friendship Volunteer* instead of *Peace Corps Volunteer* or another one of the hundreds of volunteer organizations from America that is currently in China. While I was in China, *US-China Friendship Volunteer* was used only in speeches at banquets, ceremonies, and festivals and in any other formal interactions between a Peace Corps staff and someone from China's Communist Party.

Homework task

Time: 10 min

Find a phrase that you use in your textbook, such as the one similar to *U.S. China Friendship Volunteer*. Can you identify the form, meaning, and use? Please write it out and then explain your answer.

HOMEWORK TASK TWO

Please refer to the lesson you chose for Homework Task One. In a one-page report please do the following: First, explain how you understand linguistic competence in general (i.e., what does linguistic competence mean to you); Second, explain how the lesson you chose for Homework Task One (A) can be transformed to have linguistic competence as the focus.

Linguistic competence

Activity A. *Complete the sentences by filling in the blanks with the appropriate* **words** *listed below*

Structure	**semantic contribution**
linguistic system	**form**
interdependent	**dimensions**
communication	**syntactic structures**

The subsystems of_____, meanings, and use (Cecle-Murcia & Larsen-Freeman, 1999) are both _____ and overlapping because "each element in a language is explained by reference to its function in the total _____" (Halliday, 1994, p. xiv)

Form, as one of the _____ ,"consists of the visible or audible units: the sounds (or signs in the case of sign language), written symbols, inflectional morphemes, function words (e.g., *of*), and _____" (Larsen-Freeman, 2003, p. 34).

Meaning is another dimension. "When dealing with meaning, we want to know what a particular English grammar _____ means and what _____ it makes whenever it is used" (Celce-Murcia & Larsen-Freeman, 1999, p. 4).

Linguistic competence – an unconscious as well as conscious knowledge of language "which consists of the basic elements of _____: sentence patterns, morphological inflections, lexical resources, and phonological or orthographic systems" (Celce-Murcia & Olshtain, 2000, 16).

Activity B.

Discuss the picture given below.

How do we spend our communications time?

We spend approximately 70% of our time communicating with others.

Of this communications time, we spend:

|	
16% Reading	9% Writing
30% Talking	45% Listening

Activity C.

Give your opinion to the given quotation. Make your own quotations about linguistic competences.

"I know that you believe you understand what you think I said, but I am not sure you realize that what you heard is not what I meant!"

Quote from a U.S. government official

Activity D. Discuss the model.

An Effective Communications Model

SENDER

RECEIVER

1. Sends message
2. Hears and responds
3. Clarifies
4. Confirms
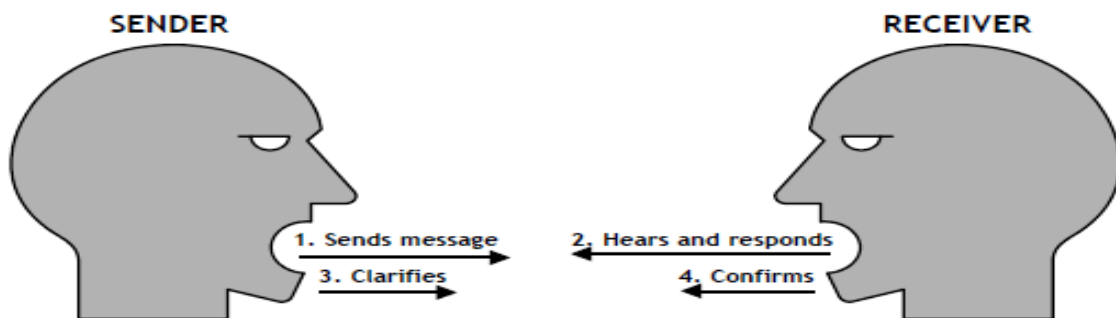
Activity E. Practice with your partner on your favorite topic according to opinion in the table.

The Listening Dilemma

- We speak at a rate of about 150 words per minute (wpm).

- But we can hear at a rate of about 1,000 wpm.

- This gives us a lot of extra time!

- What do we do with this time?

Session 4. Principles of Communicative Competence

Learning Outcomes:

By the end of this section, you will be able to...

A) understand the Common European Framework of Reference (CEFR) and how linguistic, sociolinguistic, pragmatic, and strategic competences are categorized within it; and,

B) compare traditional (Grammar Translation Method – GTM) and communicative language teaching (CLT) approaches to understanding language.

Materials: Handout 1

NB: Handout 1 (Uzbek Vignette) can be given at the beginning of the class (30 minutes).

Procedure

2. Lead-in: Introduction and overview

Objectives: to introduce the topic; to prepare for the session

Time: 30 min

Materials: handout

Interaction: plenary

- Ask the teachers to answer the questions that are given in the Uzbek Vignette.

    1) What do you think about the examples given in the vignette?

    2) Can you provide additional language examples that shows how non-linguistic factors favour meaning construction in human communication?

3. Activity

Time: 30 min

Table 1. Comparative Table of GTM and CLT

GTM	CLT
Rule is prioritized over practice. GTM believes that knowing the linguistic rules can secure the successfulness of communication.	Practice is prioritized over rules. Rules still play a role, *but they are not determining the meaning of utterances*. Students out of practice/in different real-life situations should derive rules. Thus, we have grammar in context, syntax in context, semantics in context, etc.
Teacher is the main source of knowledge generation. Students are expected to be taught, and not to be guided.	Teacher is not imposing his or her will on students. There is no right or wrong knowledge. Students *are exposed to real-life situations*, within which they generate their own knowledge on how to communicate appropriately in a situation.
Teaching is based on learning and memorizing rules, facts, and meanings from texts.	Teaching is based on developing students' thinking abilities, through which they themselves get to know about rules, facts, and meanings.

4. Homework

Time: 20 min

HOMEWORK TASK ONE

Please choose one English language class (e.g., speaking class or vocabulary class), which you have already taught, and which you will use for your homework tasks in this book. This class could be one you feel has been very successful, mediocre, or not

successful. When you choose an English language class, please write a short description about it (e.g., who are the students, language levels, content area, etc.) and explain the challenges you have in making his class communicative.

Then, please choose one lesson from your English language class you described above. Please give a brief overview (1 paragraph) of the lesson. You will use this lesson throughout the book and you will have different versions of the same plan with different foci.

Principles of communicative Competence

Activity A.

Brainstorm the notion of "CEFR"
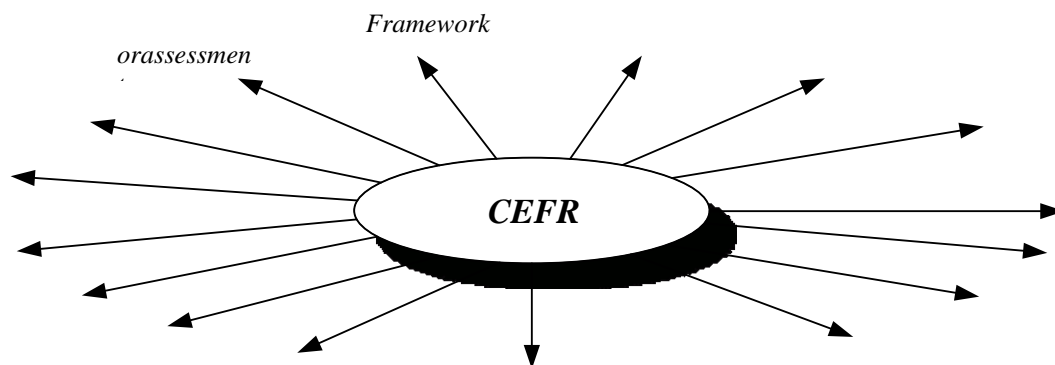
Actvity B.

Form 2 groups. Discuss the following definitions given to the notion of "GTM and CLT" and reveal their peculiarities. Each group shares its ideas with other groups

Table 1. Comparative Table of GTM and CLT	
GTM	**CLT**
Rule is prioritized over practice. GTM believes that knowing the linguistic rules can secure the successfulness of communication.	Practice is prioritized over rules. Rules still play a role, *but they are not determining the meaning of utterances*. Students out of practice/in different real-life situations should derive rules. Thus, we have grammar in context,

	syntax in context, semantics in context, etc.
Teacher is the main source of knowledge generation. Students are expected to be taught, and not to be guided.	Teacher is not imposing his or her will on students. There is no right or wrong knowledge. Students *are exposed to real-life situations*, within which they generate their own knowledge on how to communicate appropriately in a situation.
Teaching is based on learning and memorizing rules, facts, and meanings from texts.	Teaching is based on developing students' thinking abilities, through which they themselves get to know about rules, facts, and meanings.

Activity C.

Discuss the given questions according to the text "Uzbek vignette". Give specific reasons for your reply.

1. What do you think about the examples given in the vignette?
2. Can you provide additional language examples that shows how non-linguistic factors favour meaning construction in human communication?

Activity D. *Complete the sentences by filling in the blanks with the appropriate*

> *Possession, society, communicating, rules and norms, delivering, unknown assessment, cultures, competences*

words listed below

1. CEFR (Common European Framework of Reference) is an international framework within which the language ability of learner is explained and assessed identically (assessment). However, CEFR is not limited to

_____. It is also about teaching and learning. Within CEFR, teaching and learning are based on CLT within which four _____ are taught during the class.

2. Communicative competence – an ability and knowledge of a language user about how, what and where to speak appropriately from the view point of culture, traditions, shared _____. An ability of understanding social meaning and being understood within a social context. It consists of four aspects: linguistic, sociolinguistic, pragmatic/discourse, and strategic competence.

3. Sociolinguistic competence – being aware of how culture(s), shared social rules and norms affect the way we describe things, objects, and processes within a _____. Sociolinguistic competence targets at developing students' ability to understand how different _____ choice different grammar, syntax, semantic, stylistics in describing the same objects, subjects, and processes. It also tries to understand how something is spoken appropriately in a social context.

4. Strategic competence – while lacking knowledge in linguistic, sociolinguistic, and pragmatic competences, strategic competence is being able to overcome such a shortage of knowledge by _____ a message from one language into another one with the help of means other than those in linguistic, sociolinguistic, and pragmatic competencies. While _____ with different people in a foreign language we are not always aware of certain words. To be able to deliver the meaning of these _____ words without using these words themselves implies the _____ of strategic competence.

Session 5. Pragmatic competence

Learning Outcomes:

By the end of this section, you will be able to…

A) understand that interpreting meaning is not an objective phenomenon, but it depends on a particular social context; and,

B) explore how intended meanings could be taught via the cooperative principle.

Materials: Handouts

NB: Handout 1 Picture to describe

Procedure

1. Lead-in: Introduction and overview

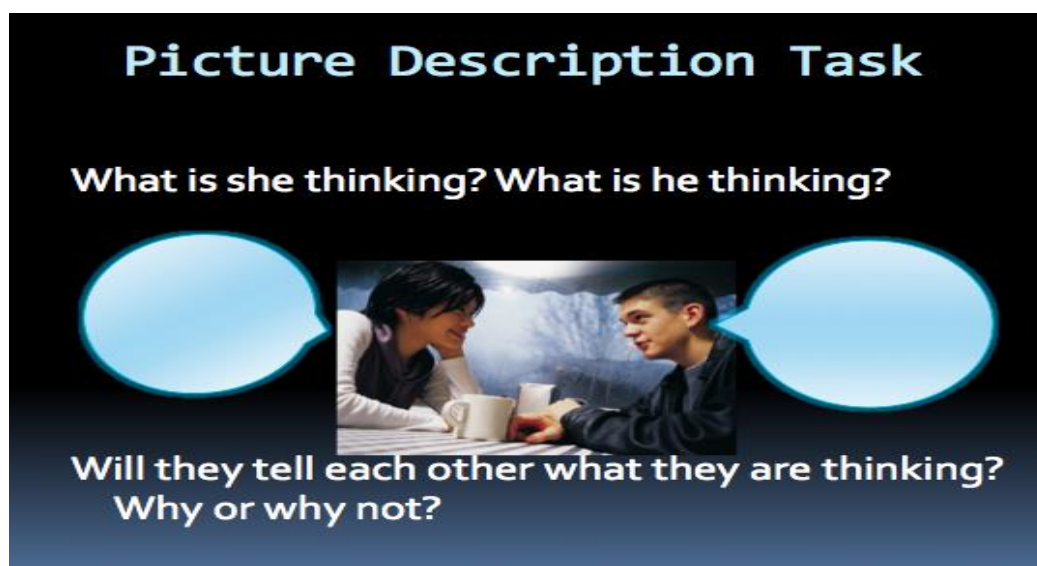Objectives: to introduce the topic; to prepare for the session

Time: 10 min

Materials: handout

Interaction: plenary

Handout 1

Time: 30 min

Figure One. Picture Description Task.

It might be difficult for you to identify what she is thinking and what he is thinking because we are not exactly clear about the context in which they are in. In other words, imagine if they were boyfriend and girlfriend, or friends at a coffee shop, or tutor/tuttee, or even business partners. Depending on the context and the specific roles of each of these people, the language they use will be different. Thus, we will interpret what they say differently depending on the context. For example, imagine that they are dating and are on their first date. The woman says to the man, "I like you a lot." Then, let us assume they are on their 101st date. The man asks the woman, "Do you love me?" She replies, "I like you a lot." We thus interpret the woman's utterance deeply and feel sorry for the man when they are on their 101s date because she turned down his inquiry. When we think about language and context specifically, people will transfer not only fixed meanings within utterances, but intentions within these utterances (Hymes, 1967).

Think about the following:

1) What is the relationship between language use and social context (i.e. intended meaning)?

2) What classroom activities could be introduced to organize classes from the vantage point of pragmatic competence?

Handout 2

Time: 30 min

UZBEK VIGNETTE

While observing an in-service teacher training class, the director of the Innovation Center under the Uzbekistan State World University, witnessed how a male teacher trainer was talking to a female teacher about an inappropriate behavior. The female was talking on the phone during the class. She believed she remained unnoticed. However, the male trainer saw the teacher and then started communicating with her in the following way:

Trainer: Hello

Teacher: Sorry

Trainer: How are you?

Teacher: Excuse me!

Trainer: I think, you published a book last year on the topic that we are talking today, didn't you?

Teacher: I am sorry, because my child is ill and thus I am worrying, and thus I am trying to know about how he is now.

Questions:

Think about the problem indicated in the vignette. Why did the teacher not answer any of the trainer's questions during their communication? Was the trainer satisfied by the teacher's justification about her talking on the phone during the class session?

HOMEWORK TASK THREE

Time : 10 min

Please refer to the lesson you chose for Homework Task One. In a one-page report or less, please do the following: First, explain briefly how you understand pragmatic competence (i.e., what does pragmatic competence mean to you); Second, explain how the lesson you chose for Homework Task One (A) can be organized so that pragmatic competence is the focus.
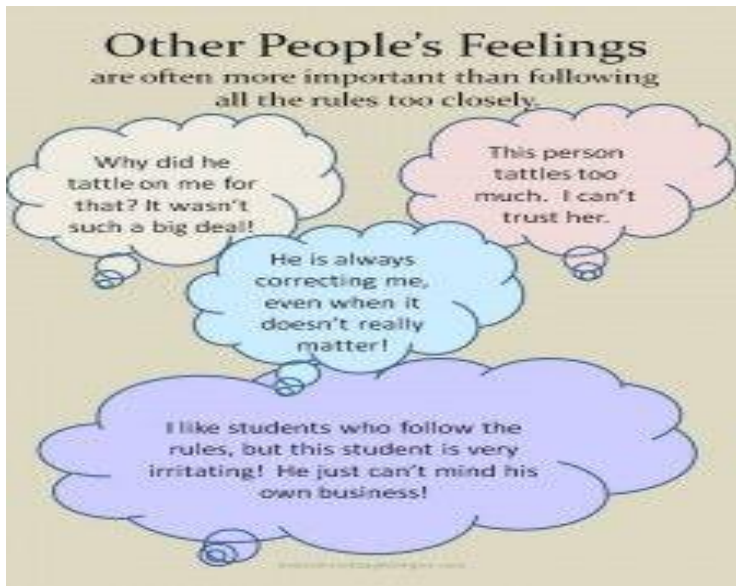
Seminar 3: Pragmatic competence

Activities

Activity A.

Brainstorm the ideas why do we need to understand other people's feelings while communicating.

Activity B.

Discuss the opinion in the picture.

Activity C

Talk about making conversation, asking questions and replying an appropriate answer coming from the situation.

Starting a Conversation

1. Introduce yourself if you don't know the person.

"My name is _____"
"What's yours? It's nice to meet you!"

2. Ask a question.

?

3. Follow up with more questions.

Who? What? When? Where? Why? How?

4. Each person will learn one thing about the other person.

CONVERSATIONAL MOVES

REALLY LISTEN. (Don't just sit and think about what you'll say next.)
"I think Opal is afraid it's her fault her mama left."
"Hmm. I hadn't thought of that."

GIVE OTHERS A CHANCE TO TALK.

THINK. THEN ADD YOUR THOUGHTS.
"I'd like to add to what Maria just said..."

DISAGREE IN A POLITE WAY.
"That's one way to look at it, but I think Opal is just curious about her mom."
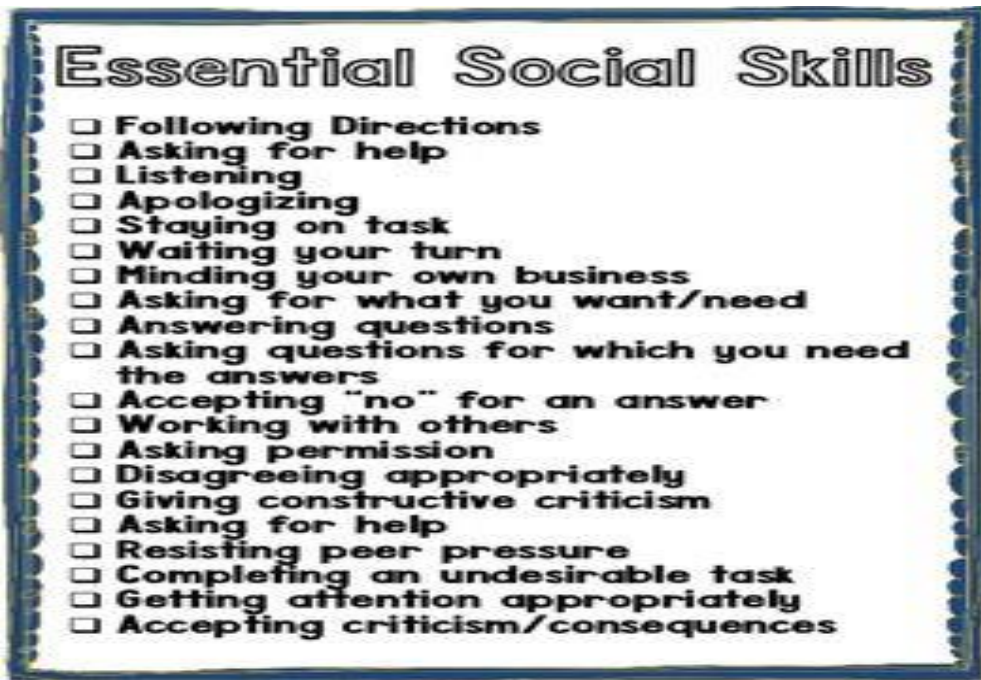
QUESTION.
"I'm not sure I understand. Could you say more about that?"

Activity D. Learn the followings.

Activity E.

Group discussion. Form 3 groups and discuss the following problems. Share your ideas with other groups

Group 1	Discuss the role of pragmatic factors in the process of communication
Group 2	How can the communicative postulates be applied to communication
Group 3	Discuss bout the Cooperative principle

Session: 6. Sociolinguistic competence

Sociolinguistic competence has been an integral part of communicative competence in that it includes learning pragmatic and sociolinguistic knowledge about how to use language linguistically and socially appropriately. However, a number of studies highlight the lack of such communicative skills among EFL learners regardless of their proficiency level of linguistic knowledge. More specially, learners may not be able to develop socio-pragmatic knowledge of language as much as grammatical knowledge of the language being learnt. Informed by this critical inconsistency and learning challenge, this study reports the perceptions of English teachers about the development of sociolinguistic competence in language classrooms. The purpose is to explore their perceptions about learners' as well as the non-native EFL teachers' knowledge of sociolinguistic competence along with any difficulty they may face with the integration of this particular competence in their classroom practice. Both native (n=35) and non-native (n=35) English teachers were administered a questionnaire and were asked to submit written reports revealing their perceptions underpinning the knowledge and practice of sociolinguistic competence as part of communicative competence. The results revealed that the development of sociolinguistic rules can guide learners in the choice of appropriate forms which should be closely integrated in language teaching and learning curricula.

Introduction

In today's increasingly globalized world, the ability to express oneself in a second or foreign language has become a vital skill (Mizne, 2007). An L2 speaker is considered fluent if he or she is able to use the language in a range of situational contexts such as talking in a formal meeting, or making telephone calls. However, no matter how long the L2 language learner is exposed to the target language, he or she might still have difficulty in expressing that language to a native speaker in different social settings. In other words, the language learner may produce a perfectly grammatical utterance that the listener can understand, but he or she may not know how to convey the social meaning communicated in the target context. The inconsistency between the language teaching methodologies and the specific needs for language use in the real world has become more distinctive than ever. Kramsch (2014) highlights this tension:

"...there has never been a greater tension between what is taught in the classroom and what the students will need in the real world once they have left the classroom. In the last decades, that world has changed to such an extent that language teachers are no longer sure of what they are supposed to teach nor what real world situations they are supposed to prepare their students for."

The lack of promoting sociolinguistic competence in foreign language learners becomes more evident when they start to use English for actual communication in real life as is also stressed by Kramsch. In the past, students used to learn English as part of curriculum and mainly for passing the tests to be able to graduate. However, today most of them need to learn another language for using it actively as a result of increasing needs. This changing need should be carefully analyzed and integrated into the curriculum and classroom practices through the teachers who serve as the agent of change and development. Kramsch (2014) also connects the lack of skills to use language in the real worlds to the expectations from the teachers, who are supposed to teach and carry students to a particular level of proficiency. She implies that classroom teaching practices are controlled by the impositions at macro level decisions. They are also supposed to cover the language teaching materials in line with the curricula and syllabuses provided for them to follow.

It is evident that teaching how to use language in classroom setting is not a simple task that could be changed readily. Learning a second/foreign language is a holistic process that requires not just the mastery of structural, discoursal, and strategic rules but also, learners have to internalize sociolinguistic rules to assist them in the choice of appropriate forms (Yu, 2006). This study, therefore, aims to highlight these issues by investigating native and nonnative English teachers' perceptions of the knowledge and practice of sociolinguistic competence as part of communicative competence in language classrooms. Based on the data obtained thorough a questionnaire and written reports, the present research examines and discusses the

crucial points English teachers should be aware of while teaching this particular competence in their classroom.

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Communicative Competence The term "competence" is derived from the concept of "performance" firstly proposed by Chomsky in the 1960s. The former is the linguistic knowledge of the idealized native speaker, an innate biological function of the mind that allows the speaker to generate the indefinite set of grammatical sentences that constitutes the target language whilst the latter is the actual use of language in concrete situations. However, according to Campbell and Wales (1970), Chomsky's competence omitted the linguistic ability referring to the production or use of utterances which are grammatically incorrect, but appropriate to the context or the situational and verbal context of the utterance. In a similar fashion, Hymes (1972) emphasized that in addition to the linguistic competence, the language user has another intuitive system in which the rules of grammar would be useless. That is, he or she can adjust his or her language Teaching and Learning Sociolinguistic Competence … E. Mede & K. Dikilitaş Participatory Educational Research (PER) -16- use based on the factors as the topic, situation and human relations. Based on his argument, he proposes the concept of "communicative competence" which includes both linguistic competence and implicit and explicit knowledge, both the rules of grammar and contextual or sociolinguistic knowledge of the rules of language use in contexts. To put it simply, Hymes states that communicative competence involves the following: what is formally possible, what is feasible, what is the social meaning or value of a given utterance, and what actually occurs.

After Hymes, the concept of communicative competence continued to develop. Canale and Swain (1980) defined communicative competence in the context of second language teaching as a synthesis of knowledge of basic grammatical principles, knowledge of how language is used in social settings to perform communicative functions, and knowledge of how utterances and communicative functions can be combined according to the principles of discourse. Based on their view, communicative competence comprises four areas of knowledge and skills. These are

grammatical competence (also called linguistic competence) or the acquisition of phonological, morphological, syntactic and semantic rules. In other words, it is the mastery of the language code itself. The next one is the sociolinguistic competence which refers to the learning of pragmatic aspects of various speech acts such as the cultural values, norms and other socio-cultural conventions in social contexts. Specifically, the styles and registers of speech are influenced by the topic of discourse, the social status, gender and age of the participants. Another area of knowledge of rules is the discourse competence which stresses the importance of the mastery of how to combine grammatical forms and meanings to achieve unified written text in different genres such as narratives, argumentative essays, academic papers etc. Basically, this type of competence is related to the cohesion (grammatical links) and coherence (appropriate combination of communicative functions) in a variety of discourse. Finally, strategic competence is the mastery of verbal and nonverbal communication strategies to compensate for communication breakdowns (e.g. activating background knowledge, contextual guessing etc.) due to limiting conditions or insufficient competence and to enhance the effectiveness of communication.

The specific ability to use L2 in various ways that may fit in various social settings in which the communication takes place is called sociolinguistic competence, and without this ability, even the most perfectly grammatical utterances can convey a meaning entirely different from what the speaker intended because there are several factors that are to be considered when communicating in L2 such as age, gender, status of the participants and the formality of the setting. Specifically, sociolinguistic competence can be generally divided into two areas. One is appropriateness of form, that is, pragma-linguistics, which signals "the particular resources that a given language provides for conveying particular illocutions" (Leech, 1983, p. 11); the other is appropriateness of meaning, that is, socio-pragmatics, which defines the ways in which pragmatic performance is subject to specific sociocultural conventions and values (Kasper & Blum-Kulka, 1993). For non-native speakers, the misunderstandings they come across in the cross-cultural realization of communicative acts generally arise from their failure in appropriate use of pragma-linguistic and socio-pragmatic competence (Yu, 2006).

In addition, Ya (2008) argues that one of the factors that make sociolinguistic competence so hard to acquire is the variance in cultural rules of speaking as well as the social, cultural and pragmatic elements that inherently exist in that competence. To put it differently, what is appropriate in one cultural situation might be entirely inappropriate in another one. The language learner often cannot differentiate between the rules of speaking of his or her native context and those of the target context.

These rules of speaking can be gradually acquired when the learner is immersed in the target culture. This is a time consuming process though. As for the second or

foreign language context, raising learners' awareness about the rules of speaking might help them acquire these skills more efficiently and in less time (Mizne, 1997).

It is clear that sociolinguistic competence is a multifaceted and multi-layered one that requires knowing how speakers of a language use it to communicate in a way that will not bother one another. Such social, cultural and pragmatic aspects would be hard to acquire without being integrated into the culture, however, it is not impossible. Access to books, listening materials, videos and any materials that reflect the culture of the target language community is available. There are also more opportunities available that enable people from different cultures and countries to come together whether face-to-face or online. However, how these resources are brought together and how they are implemented and made use of by language teachers in the classrooms are the key issues in the teaching of sociolinguistic competence. This leads to the question of how second or foreign language teachers can develop the sociolinguistic competence of their learners? As Mizne (ibid.) discusses, one of the problematic areas about this issue is that both culture and sociolinguistic features are difficult to teach particularly when the learners are not yet competent in the second or foreign language. Another problem is that these cultural and sociolinguistic aspects of a language are unconsciously ingrained within the learner, which makes it hard for the teachers to integrate them in the language classrooms. Finally, the cultural elements of a language are generally introduced as an add-on topic through textbooks or supplementary materials, while sociolinguistic features are left for the language learner to learn on his or her own through experience (Mizne, ibid.). In other words, there are not enough materials designed and developed to introduce the cultural and the sociolinguistic aspects of the target language in classrooms. Even if there are, the human resources who should use them in the classroom seem to be lacking. The present study will also elaborate this factor on the basis of the data collected from teachers themselves.

Based on the discussion above, it is obvious that Canale and Swain's (1980) framework attempts to highlight the kinds of knowledge and skills that a second language learner needs to be taught. From this perspective, the development of the theoretical basis for a communicative approach in the second language teaching will depend on an understanding of the nature of human communication.

Teaching Sociolinguistic Competence

There are two basic ways of introducing and teaching sociolinguistic competence. One of them is resorting to cultural models where students are explicitly or implicitly taught cultural elements ingrained in language use and/or integrating speech acts as situations where learners are forced to use language in consideration of socio-pragmatic factors such as social statues of the hearer, the degree of imposition, or the content of the request. Classroom environment may not be an appropriate context where sociolinguistic competence can be developed due to several reasons unique to any learning experience in an EFL context such as non-authenticity of the

content of the materials. For example, Izumi (1996) highlights that in developing sociolinguistic knowledge, most non-native speakers (NNS) who teach English experience challenges such as their own lack of knowledge, the existing curriculum requirements, the various teaching goals, student motivation, and evaluation procedures. These factors play a critical role in the process of learning how to use language in an appropriate way because the major concentration of most EFL learners is devoted to learning what the rules of language are and how they can produce grammatical sentences rather than Teaching and Learning Sociolinguistic Competence … E. Mede & K. Dikilitaş Participatory Educational Research (PER) -18- how they can produce appropriate sentences that fit the specific social context. For example, whatever the proficiency level of EFL learners is, there is usually room for development in their socio-pragmatic use of language because Bardovi and Harlig (1996) claim that proficiency does not improve concomitantly with the ability to use foreign language appropriately by operationalizing their sociolinguistic competence. Izumi (1996) concludes that for all the challenges in learning and teaching of sociolinguistic competence, it is possible to help students to promote and acquire this competence by raising their awareness in the rules of sociolinguistic use of language as argued by Ellis (1991).

Omaggio (2001) highlights three main reasons why sociolinguistic competence is not often treated as a topic in its own right and as an indispensable aspect of language teaching:

a) Language teachers often think that they do not have time for sociocultural teaching due to time constraints in their curriculum.

b) Teachers may not have enough confidence in believing that they can teach sociocultural aspect of foreign language learning well.

c) The teaching of sociocultural competence often involves dealing with student attitudes which teachers usually find very challenging when trying to guide their students to understand and appreciate the logic and meaning of the target culture.

Similarly, Ya (2008) reports lack of context where students use language communicatively, but suggests that as most of foreign language learning occurs in the classroom setting, providing opportunities to use authentic and natural language seems to be difficult to achieve. Ya (ibid.) discusses several sources which impede learning and teaching of sociolinguistic competence. Among them is transfer from L1, which involves transferring of L1 sociocultural patterns into the L2 sociolinguistic rules of language use, often due to the limited knowledge of sociolinguistic competence of L2. One of the reasons for such limitation is that, as Holmes and Brown (1987) argue, explicit teaching of discrete grammatical rules, segmental level of pronunciation, and lexical items seem easier, during which sociocultural aspects of communicative competence are thought to be incidentally acquired. However, this is a problematic claim because knowing rules of language along with how to pronounce individual

words and what they mean may not necessarily ensure knowing the sociolinguistics contexts in which they might be used. The knowledge about sociolinguistic values of linguistic forms is constructed on the basis of the social context and cultural environments where language is naturally used. The functions and socio-pragmatic values of forms are attached to them in actual communication. From a pedagogical perspective, the situation seems complex for the teachers who are expected to help students promote communicative competence in the classroom setting, which can be developed by close interaction with native speakers. This also leads to a critical debate which is devoted to the teachers' own sociolinguistic competence because to be able to effectively teach sociolinguistic competence, teachers need to have knowledge and practice of this competence to an extent that they can help students develop it. However, having come from the same educational system which lacked proper instruction on improving learners' sociolinguistic competence, most teachers either neglect teaching what they themselves feel weak or teach this competence with an ineffective mode of instruction. This issue of teachers' owns lack of sociolinguistic competence needs to be addressed adequately. This can only be achieved with a proper planning of teaching this competence to teachers or offering them opportunities where they interact with native speakers of English to foster a critical understanding of English culture and relevant language use. The reported problems can also be achieved by changing the curriculum and syllabuses followed in a way that supports the teaching of this competence. The findings from qualitative data will also address the factors that are claimed to pose challenges to the development of sociolinguistic competence in learners.

Communicative Competence in Curriculum Planning, Syllabus Design, Integration and Material Development

In order to have a valid and affective outcome of foreign/second language teaching process, the macro and micro policies with special attention to curriculum planning, syllabus design and integration and presentation plans should be closely taken into consideration. A language curriculum is an overall language program which includes teaching objectives, specification of contents, learning activities that aim to achieve the objectives, ways to measure learning achievements, and evaluation of each aspect of the curriculum.

Understanding the concept of communicative competence and applying it is a challenging process, particularly in terms of its adaptation and implementation in second/foreign language teaching and learning curricula. Regarding the adoption of the communicative competence in developing such language programs, a transition from the proposed syllabus combining the structurally-based approach to the communicative based language teaching is needed. Kern (1990) refers to this type of syllabus as 'competency-task based syllabus' in which language learners' competencies are required for the course as well as competencies to be developed during the course are

outlined, explained and resulted in increased student performance. Competency-based objectives specify what the learners will be able to do with the English language they have learned. In order to achieve those objectives, the methodology which underlines such competencies should be identified in the syllabus. In brief, the needs of the learners, classroom activities, teacher roles and teaching materials should be thoroughly designed.

Method In the light of the literature review presented in the previous section, development of the communicative competence in second/foreign language learners is a vital skill which should be closely integrated in language teaching and learning curricula based on competencies and tasks that focus on meaning, have a goal, emphasize the outcome and reveal a real world relationship by using the definitions and the criteria specified above. However, before the unification of the communicative competence in the language curriculum, the learners' level of such competences should be determined. Within the scope of this study, the focus is primarily on the English teachers' perceptions about their own and their learners' level of one part of communicative competence namely, sociolinguistic competence which is often neglected in the second/foreign language curricula. Specifically, the study attempts to find out the perceptions of the EFL teachers with regard to the knowledge of learners' sociolinguistic competence, the perceptions of the non-native EFL teachers about their own knowledge of sociolinguistic competence and the difficulty they face with the integration of this particular competence in their classrooms, the possible sources in helping learners develop sociolinguistic competence and the perceptions of the native EFL teachers about the effective ways of developing non-native teachers' own and their learners' sociolinguistic competence.

The following research questions were addressed:

(1) What are the perceptions of the EFL teachers with regard to non-native teachers' and learners' knowledge of sociolinguistic competence?

(2) What kind of difficulties do the EFL teachers experience with the development of learners' sociolinguistic competence?

(3) What are the perceptions of the non-native EFL teachers about their own knowledge of sociolinguistic competence and the difficulty they experience with the integration of this particular skill in their classroom?

(4) What are the EFL teachers' perceptions about the possible sources in helping learners develop sociolinguistic competence?

(5) What are the perceptions of the native EFL teachers about the effective strategies of developing non-native teachers' own and their learners' sociolinguistic competence?

Discussion

The current study attempted to investigate the perceptions of the English teachers with regard to the knowledge and practice of sociolinguistic competence in language classrooms. Specifically, the perceptions of the non-native EFL teachers about their own knowledge of sociolinguistic competence and the possible difficulties they may face with the integration of this particular competence in their classrooms. Besides, the effective ways in helping learners and non-native English teachers' develop sociolinguistic competence and integrate this vital skill in language classrooms were also examined.

The analyses of the surveys and written reports revealed low level of descriptions for learners' knowledge with respect to sociolinguistic competence. The EFL teachers stated that learners only felt comfortable with performing and responding to simple language functions. One of the most critical point behind this finding is the confession that the non-native teachers themselves lack this particular knowledge, which can then be connected to teacher beliefs, lack of exposure to the target culture and lack of need to teach it as it is not integrated in the existing curricula assessment. To put it simply, similar to Izumi's (1996) findings, since nonnative EFL teachers did not feel comfortable with the integration of this particular strategy due to their lack of knowledge, lack of exposure and lack of need to teach it, they avoided emphasizing its development in their learners.

In addition, another important finding related to the difficulty the EFL teachers experienced with the development of their learners' sociolinguistic competence was similar to the previous section. One of the major causes of this failure was linked to pedagogical and personal issues. In other words, since the learners were learning English in a foreign language context, they had little opportunity to engage in authentic contexts with native speakers out of the classroom which is in parallel with Ya's (1998) study suggesting that as most of foreign language learning occurs in the classroom setting, providing opportunities to use authentic and natural language seems to be difficult to achieve.

Conclusion and Suggestions

The present study suggests that the development of the communicative competence in second/foreign language learners is a vital skill which should be closely integrated in language teaching and learning curricula. Therefore, both teachers' and learners' level of such competencies should be thoroughly identified to come up with more meaningful tasks that have a goal, emphasize the outcome and reveal a real world relationship. And in Turkey, where students are not exposed to the target culture, it is the responsibility of the EFL teachers to raise the awareness of the learners about the sociolinguistic use of the language through a variety of strategies.

The findings of this study have clear methodological recommendations for the development of the communicative competence in the foreign language teaching and learning curricula. First of all, in order to teach English communicatively, the teachers

should be aware of the importance and functions of the sociolinguistic elements of language use. As for development of their own and learners' knowledge of sociolinguistic competence, language teachers should expose learners to authentic use of language and conversations through social media, songs, literature etc. and also design classroom practices engaging students to use the language in real-life contexts. Besides, students should be encouraged to interact with native speakers by joining the student exchange programs or the social network where they can make friends from different parts of the worlds.

Finally, sociolinguistic norms of language use should be integrated in the existing curricula as well as in the assessment which will aid in with the development of this particular strategy both in teachers and learners. To conclude, as the present study was conducted in a Turkish EFL context, it is hoped that the gathered findings will serve basis for further development in the field of foreign language teaching and learning. Finally, there are certain limitations in this study. First of all, an experimental study can be carried out to find out the effects of various classroom practices on learners' development of sociolinguistic competence. Next, oral data such as role plays can be gathered to provide more insights into the actual performances of the learners. In addition, other aspects of sociolinguistic competence such as phonological and lexical variations can be studied. Last but not least, more longitudinal studies on the development of sociolinguistic competence in English language teachers and learners can be carried out which will lead to more detailed future studies. Though much remains for future research, we feel that this study takes a step forward in terms of the development of the communicative competence in second/foreign language learners/teachers to be closely integrated in language teaching and learning curricula.

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Session 7. Sociolinguistic competence

Learning outcomes:

By the end of this section, you will be able to…

A) understand how culture (shared experiences and practices within a certain language community) affects the way people interpret words/sentences/utterances; and,

B) explore how such variables as socio-economic class, ethnicity, gender, age, historical memory, and ideology could contribute to the construction of meanings of utterances we use in our life.

Materials: Handouts

NB: Handout 1

Procedure

1. Lead-in: Introduction and overview

Objectives: to introduce the topic; to prepare for the session

Time: 10 min

Materials: handout

Interaction: plenary

Handout 1

Time: 40 min

    1. **Activity (Handout 1)**

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UZBEK VIGNETTE

</div>

One day a head of the English Language department attended a class conducted by one of the best CLT teachers at the Uzbekistan State University of World Languages. The head was particularly interested in the types of CLT activities that this teacher (she) employs to teach sociolinguistic competence. The teacher's class was exceptionally interesting on that day: at the beginning of the class, the teacher asked the class to write on a sheet of paper how they interpret/understand the concept of love. The students (Ss) wrote the following: Love is...

S1 (she): "...passionate feeling toward someone who steals your peace days and nights";

S2 (she): "...addiction. Sacrifice your life for the sake the sake of others";

S3 (she): "...quicksilver";

S4 (she): "...understanding each other all your life";

S5 (he): "...emotion which comes of knowledge and understanding, as knowledge changeable, feeling changeable as well";

S6 (she): "...mutual understanding, respect, sympathy";

S7 (he): "...the attitude towards somebody who feels appealing";

S8 (she): "...abstract feeling. We have many kinds of love: to motherland, to children, to a family".

After this, the teacher asked the class to look in the dictionary and find out the meanings of "love". The class found the following dictionary meanings of love: (i) "a strong feeling of deep affection for sb/sth, especially a member of your family or a friend"; (ii) "a strong feeling of affection for sb that you are sexually attracted to"; (iii) "the strong feeling of enjoyment that sth gives you"; (iv) "a person, a thing or an

activity that you like very much" (Oxford Advanced Learner's Dictionary, 9th edition, 2015). The head was surprised why these differences between the dictionary meanings and the students' interpretations happened.

Questions:

Time to answer: 20 min

1. Think about the situation above. Why was there a difference between the dictionary meaning of love and the students' interpretation of love?

2. What social factors facilitated the emergence of these differences? What do you think was the next activity the teacher did with the class to proceed further?

HOMEWORK TASK FOUR

Time: 10 min

Please refer to the lesson you chose for Homework Task One. In a one-page report or less, please do the following: First, explain briefly how you understand sociolinguistic competence (i.e., what does sociolinguistic competence mean to you); Second, explain how the lesson you chose for Homework Task One can be organized so that sociolinguistic competence is the focus.

EXTRA ACTIVITY ON SOCIOLINGUISTIC COMPETENCE

Please read the following text and then do the activity below:

It is generally accepted nowadays that English does not belong to any of the countries where it is the official native tongue; quite the contrary, it is firmly consolidated as the global *lingua franca* for both social and occupational communication. Because a working knowledge of English is required in so many fields and professions, according to the British Council (http://www.britishcouncil.org/learning-faq-the-english-language.htm), speakers of English as a foreign language (henceforth, EFL) outnumber those who use it in the 75 countries where it is the first language

(approximately 750 million people are believed to speak EFL in the world). It consequently follows that English is above all the vehicular language for communication between non-natives and, as is well known, the influence of a language depends more on the number of people who use it as a second language than on the number of native speakers.

Partly due to this fact, the old clichés of trying to imitate the native English spoken in a certain influential or neighbouring country have given way to a more realistic and non-prescriptive view of the language, where the emphasis is placed on intelligibility and interaction with heterogeneous types of speakers (rather than on native-like accuracy). Furthermore, attention is paid nowadays to different variants of this language throughout the world, depending on the specific interest (typically of a socio-economic and political nature) of communicating with speakers of the corresponding communities. In this context there is a growing intercultural awareness, i.e., sensitivity for the *linguistic* and *extralinguistic* peculiarities of each speaker's community. EFL and particularly ESP (English for Special Purposes) learners now seek to be interculturally competent with a two-fold objective: firstly, to fully perceive and understand the words, feelings, and intents of an interlocutor with a different cultural background and, secondly, to control the impression that such an interlocutor may develop of our own words, feelings and intents.

The extralinguistic features present in communication refer to facial gestures, body movements, the physical proximity between speakers, and other non-verbal variables of significance in a given communicative act, particularly between speakers of different cultures, where misinterpretations can be greater. This "body language" forms an intrinsic part of most messages, sometimes reinforcing their content, but other times diminishing their effects or even openly contradicting them. The idea of teaching this knowledge declaratively and inculcating the corresponding meta-cognitive awareness attempts to moderate the inevitable ethnocentrism which makes us interpret the cultural practices within the professional world which are

strange for us, starting from criteria of our own culture, in order to minimise the presence of potential ambiguity and antagonism**.**

When contrasting the stereotypical behaviour of people pertaining to different nationalities, many people have a more or less accurate idea of what this would be in private, social and working environments, that is, in contexts characterized by different levels of formality. These extralinguistic features have sometimes being disregarded and mistrusted for the overgeneralization they imply, and indeed, there is large scope for individual variation within the same

Session 8. Strategic competence

Learning outcomes:

By the end of this section, you will be able to…

A) understand that effective communication does not solely depend only on being linguistic, sociolinguistic and pragmatically competent, but also on a persons' ability to effectively use his/her strategic competence during discourse; and,

B) explore different communication strategies which you can use and/or teach students.

Materials: Handouts

NB: Handout 1

Procedure

1. Lead-in: Introduction and overview

Objectives: to introduce the topic; to prepare for the session

Time: 10 min

Materials: handout

Interaction: plenary

1. Activity (Handout 1)

Time: 30 min

One day a student who was majoring in English came to his language teacher at the university and explained a strange situation that had happened to him while he was talking to a foreigner who was visiting Uzbekistan from the United States. The foreigner did not speak Uzbek or Russian but only English and he was interested in Uzbekistan's national food. The student explained that he could not accurately and fluently talk about the famous Uzbek national food *plov* (i.e., what ingredients it contains and how to cook it). The student said that he felt shameful because he did not represent his country well. The student said he lacked vocabulary; he also said he was accompanied by fear that grammatically incorrect sentences were considered unacceptable (as he was taught). He felt embarrassed. After listening to the student, the teacher thought for a while and was not sure about how to support the student in this situation.

Questions for discussing in class

Time to discuss: 30 min

Think about the situation above. What kind of communication strategies would you tell he student he could have done to communicate with the foreigner?

HOMEWORK TASK FIVE

Time: 10 min

Please refer to the lesson you chose for Homework Task One. In a one-page report or less, please do the following: First, explain briefly how you understand strategic competence (i.e., what does

Activities

for strategic competence

1. Imagine you do not know the names of the following devices, instruments and objects. You call your friend to explain that you have bought the following devices, instruments and objects. Use your strategic competence to explain the followings without actually naming them. Make sure that your friend understands what you have bought and for what purposes.

V. КЕЙСЛАР БАНКИ

➢ **Define the links between Text Linguistics and other linguistic disciplines. Give specific reasons and provide examples of their relationship.**

➢ **Choose the most appropriate definitions to the text. Give specific reasons for your choice.**

➢ **Find your own examples and provide examples of analysis of different types of cohesion and coherence**

➢ **Define the structure of the following types of texts: a) story, b) novel, c) poem, d) fable, e) advertisement, f) business letter, g) complaint letter**

➢ **Analyze the following fragment of the text. Identify its type, stylistic devices used, words with emotive meaning. Comment on the peculiarities of text heterogeneity.**

Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived and so dedicated in Liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived, can long endure. We are met on a great battle-field of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this

But, in a larger sense, we cannot dedicate – we cannot consecrate – we cannot allow this ground. The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or detract. The world will little note, nor long remember what we say here, but it can never forget what they did here. It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be dedicated to the great task remaining before us – that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion – that we here highly resolve that these dead shall not have died in vain – that this nation, under

God, shall have a new birth of freedom – and that the government of the people, by the people, for the people, shall not perish from the earth (A. Lincoln, The Gettysburg Address).

➢ **Write a summary formulating your own scientific views on the following problems:**

1. Comment on the problems of functional styles and genres.
2. The main criteria for text typology
3. The role of text forms (narration, description, reasoning, dialogue, etc) in the semantic structure of the text.
4. The difference between the oral and the written types of texts?
5. Text heterogeneity and its reasons

Analyze the following fragments of the text and reveal the functions of intertextual markers, their types and cognitive significance

Madame Chalon, at forty, fitted no category of murderers; she was neither Cleopatra nor beldame. A Minerva of a woman, he told himself instantly, whose large, liquid eyes were but a shade lighter than the cobalt blue of the Mediterranean twinkling outside the tall windows of the salon where they sat(Donnel, Recipe for Murder)

The front door of the cottage opened, and Eileen Evans stood there. There were still vague traces of beauty left, like clues to what once was, but bitterness had overlaid the past with a harsh brush. It was a Dorian Gray situation (Her beauty had gone into Dana) (Sheldon, The Sky is Falling).

➢ **Compare intertextual markers used in the fictional and scientific texts and comment on their peculiar features**

The importance of the discourse level for the study of language and linguistics can hardly be overestimated: "Discourse is what makes us human" (Graesser*et al.*, 1997). It is not surprising, therefore, that the study of text and discourse has become an

increasingly important area over the last decades, both in linguistics and psychology (T.Sanders, J. Sanders, Text and Text Analysis)

At the discourse level such a discussion is nowadays absent. In the pioneering years of text linguistics, scholars like van Dijk (1972) and Petofi and Rieser (1973) attempted to describe texts as a string of sentences within the framework of generative grammar (Sanders, Text and Text Analysis)

"Oh, my!" Ma said wearily. "Oh! My dear sweet Lord Jesus asleep in a manger! What we are goin' to do now?" she put her forehead in her hand and rubbed her eyes (Steinbeck, The Grapes of Wrath).

With devilish cunning I encouraged her to talk. Unsuspecting, she laid her heart bare. Upon the cold, conspicuous common, printed page I offered it to the public gaze. A literary Judas, I kissed her and betrayed her. Forpieces of silverI dressed her sweet confidences in the pantalettes and frills of folly and made them dance in the market place (O'Henry, Selected Stories, P.74).

VI. ГЛОССАРИЙ

An uneasy situation	a breakdown that might happen during the communication because of (a) a speaker comes across the unfamiliar topic, (b) a speaker faces a situation, in which his/her interlocutor fails to understand the speaker.
CEFR	(Common European Framework of Reference) is an international framework within which the language ability of learner is explained and assessed identically (assessment). However, CEFR is not limited to assessment. It is also about teaching and learning. Within CEFR, teaching and learning are based on CLT within which four competences are taught during the class.
Communicative competence	an ability and knowledge of a language user about how, what and where to speak appropriately from the view point of culture, traditions, shared rules and norms. An ability of understanding social meaning and being understood within a social context. It consists of four aspects: linguistic, sociolinguistic, pragmatic/discourse, and strategic competence.
Compensation	a communicative process, in which a speaker uses verbal and non-verbal language to compensate for communication problems that is caused by speaker's insufficient knowledge in linguistic rules.
Cultural metaphors	figurative utterances that represent a nation's culture, ideology and social institutions. As such, figurative utterances carry within themselves the ways of doing things and seeing the world.
Generalization strategy	replacing a specific term with a commonly used word without destroying a general meaning of a

	message. For example, using this thing instead of screwdriver, for example.
Ideology	a set of beliefs, shared practices and social institutions within a normative context. As such, ideology determines what language (form and semantics) is meaningful and appropriate within a specific time and space.
Linguistic competence	an unconscious as well as conscious knowledge of language "which consists of the basic elements of communication: sentence patterns, morphological inflections, lexical resources, and phonological or orthographic systems"
Linguistic or grammatical competence	the ability to be able to apply grammatical, lexical, syntactical, and stylistic rules to oral and written utterances. Linguistic competence is important since it explains how utterances and sentences are structured – structural conceptualization of language. However, these rules are not enough to accomplish a communicative goal since non-linguistic factors play a role in constructing social meanings.
Mental image (signified)	the meaningful image, which is caused as a result of pronounced sound image in the minds of people.
Pragmatic competence	an ability to interpret and convey meaning in (social) context. The intended meaning is more than what is said. A dialogue can be wrong in terms of form/structure and meanings/semantics, but it can be correct from the viewpoint of pragmatic meaning. Once interloutors understand each other's intended meanings, even with grammatically incorrect sentences, the communication is still successful.

Pragmatic/discourse competence	an ability to interpret and convey meaning in context. To understand a dynamic meaning depends on time, space, and social context. While communicating people not only exchange meaningful structures and semantics but they transfer intentions. An utterance carries within itself such intentions of a speaker. This intention is tied to time, space, and social context. To able to interpret these intentions in communications is to possess a pragmatic/discourse competence.
Reduction strategy	reducing and/or adapting what we know to our goal. Example: if we do not know the vocabulary on routes/travels/tickets, buying a ticket from an automatic vending machine, on which the pictorial explanation is accompanied to customers. By this, we avoid the risk of not being understood by a native speaker.
Repair strategies	the ways through which one is able to overcome an uneasy situation. They are reduction strategy, generalization strategy, paraphrases.
Sociolinguistic competence	being aware of how culture(s) and the variables such as gender, age, social status, shared norms and rules, and ideologies affect the way we describe and/or interpret objects and processes. As such, different cultures interpret the same objects and processes differently. Each culture and the variables carry within themselves shared practices, experiences, rules and norms, shortly called *shared knowledge*. Shared knowledge is prior knowledge that has

	been constructed during previous experiences among interlocutors. Such knowledge is key in securing common interpretations of objects and processes. Even though people talk the same language and use grammatically correct sentences (form/semantics), they may not understand each other because of knowledge that is not shared.
Sound image (signifier)	pronounced letters in a sequential order, which is supposed to cause a mental image.
Strategic competence	having deficiencies in knowledge (linguistic, pragmatic, and sociolinguistic competences), being aware of how one is able to compensate such deficiencies to communicate effectively. while lacking knowledge in linguistic, sociolinguistic, and pragmatic competences, strategic competence is being able to overcome such a shortage of knowledge by delivering a message from one language into another one with the help of means other than those in linguistic, sociolinguistic, and pragmatic competencies. To be able to deliver the meaning of these unknown words without using these words themselves implies the possession of strategic competence.
Structured linguistics	linguistic competence is built upon structural linguistics of Swiss linguist Ferdinand de Saussure. According to structural linguistics, a meaningful sign is composed of two elements: sound

	image and mental image.
The cooperative principle	an equal amount of effort (i.e. true, sincere and appropriate information) that is invested by both a speaker and hearer to construct meaning while communicating
The extended paraphrases	saying its functions rather than mention exactly its name. For example, while talking people can come across special terms that they do not know in foreign language, in which one can use extended paraphrases such as "how one can say this devise in your language, with which you can combine two metals together so that they cannot be separated and transmit electricity" (i.e. the function of a devise is targeted).
The maxim of manner	**The maxim of manner** coherent (sequence, structure), well ordered and – organized utterance, absence of ambiguity. A speaker should be able to realize that his utterance is transmitted to a hearer, to an audience clearly. For example, there are lots of cases among scholars in Uzbekistan, in which the maxim of manner is broken while using PP presentations. Scholars use long sentences, texts from legal documents in their PP presentations, which are not readable by an audience because of poorly ordered organization of the language of PP presentations.
The maxim of quality	truth, intersubjectively accepted truth within a society. Both speaker's and hearer's beliefs on truthfulness of what is spoken and what is heard. Usually, when people talk to each other, they rely on common, shared memories, practices and experiences. These shared practices and experiences contain within themselves a certain type of truth, which is known to both interlocutors. Besides, if a person poses a statement without

	enough evidence to prove that statement, which is easily recognizable to the other party in the communication, a conversation may fail since one of the parties is not telling the truth. Analyze the following dialogue and try to guess at what stage the conversation is broken because the maxim of quality is not kept.
The maxim of quantity	evaluation by the speaker hearer's need in new information (much/less speaking may lead to unsuccessful communication). In the given example, the woman did not provide enough information to the man. She just said *no*, which is misinterpreted by the man, who thought that *no* refers to *this dog does not bite*. This break of the maxim led to the failure of the communication, the result of which is an unintended action, i.e. the dog bit the man.
The maxim of relevance	connected with the topic, timely given information. While talking to each other, people are required to pose utterances that are connected with the discussed topic. To be irrelevant in saying words and sentences that are off the topic may lead to the situation, in which a hearer stops accepting speaker's information.

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