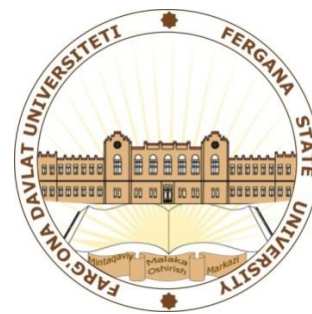**FARG'ONA DAVLAT UNIVERSITETI HUZURIDAGI PEDAGOG KADRLARNI QAYTA TAYYORLASH VA ULARNING MALAKASINI OSHIRISH MINTAQAVIY MARKAZI**

"KOMMUNIKATIV TILSHUNOSLIK VA TIL KOMPETENSIYALARI" MODULI BO'YICHA

O'QUV –USLUBIY MAJMUA

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mudiri, katta o`qituvchisi

2022

Modulning ishchi dasturi Oliy va o'rta maxsus ta'lim vazirligining 2020 yil 7 dekabrdagi 648-sonli buyrug'i bilan tasdiqlangan o'quv dasturi va o'quv rejasiga muvofiq ishlab chiqilgan va FarDU Ilmiy kengashining 2021 yil «30» dekabrdagi 5 -sonli qarori bilan tasdiqlangan.

Tuzuvchi: **D.Usmonova - FarDU Ingliz tili kafedrasi mudiri, katta o`qituvchisi**

Taqrizchi : **N.Toirova-Ingliz tili o'qitish metodikasi kafedra mudiri, fil.f.b.f.d. (PhD)**

MUNDARIJA

I. ISHCHI DASTUR

Kirish

Dastur O'zbekiston Respublikasining 2020 yil 23 sentabrda tasdiqlangan "Ta'lim to'g'risida"gi Qonuni, **O'zbekiston Respublikasi Prezidentining 2017 yil 30-iyundagi "O'zbekiston Respublikasi Fanlar akademiyasi huzurida O'zbekistonning eng yangi tarixi bo'yicha Jamoatchilik kengashi faoliyatini tashkil etish to'g'risida"gi PQ-3105-sonli Qarori,** O'zbekiston Respublikasi Prezidentining 2017 yil 7 fevraldagi "O'zbekiston Respublikasini yanada rivojlantirish bo'yicha Harakatlar strategiyasi to'g'risida"gi PF-4947-son, 2019 yil 27 avgustdagi "Oliy ta'lim muassasalari rahbar va pedagog kadrlarining uzluksiz malakasini oshirish tizimini joriy etish to'g'risida"gi PF-5789-son, 2019 yil 8 oktabrdagi "O'zbekiston Respublikasi oliy ta'lim tizimini 2030 yilgacha rivojlantirish konsepsiyasini tasdiqlash to'g'risida"gi PF-5847-sonli Farmonlari hamda O'zbekiston Respublikasi Vazirlar Mahkamasining 2019 yil 23 sentabrdagi "Oliy ta'lim muassasalari rahbar va pedagog kadrlarining malakasini oshirish tizimini yanada takomillashtirish bo'yicha qo'shimcha chora-tadbirlar to'g'risida"gi 797-sonli Qarorida belgilangan ustuvor vazifalar mazmunidan kelib chiqqan holda tuzilgan bo'lib, u oliy ta'lim muassasalari pedagog kadrlarining kasb mahorati hamda innovatsion kompetentligini rivojlantirish, sohaga oid ilg'or xorijiy tajribalar, yangi bilim va malakalarni o'zlashtirish, shuningdek amaliyotga joriy etish ko'nikmalarini takomillashtirishni maqsad qiladi.

Ma'lumki hozirgi kunda chet tili o'qituvchilariga katta mas'uliyatyuklangan–xalqaro standartlarga mos chet tili kompetensiyasiga ega ma'naviy va madaniy barkamol avlodni tabiyalash. Bu esa, o'z navbatida, chet tilini o'qitishni mukammallashtirish talabani kelib chiqaradi. **"Kommunikativ tilshunoslik va til kompetensiyalari"** moduli o'qitilishi jarayonida egallanadigan bilim, malaka va ko'nikmalar ixtisoslik fanlar blokiga kiradigan fanlar bilan integrallashuvi natijasida tinglovchilarning chet tili kommunikativkompetensiyalarini (lingvistik, ijtimoiy-lingvistik, diskursiv, strategik, ijtimoiy-madaniy) rivojlantirishda muhim ahamiyat kasb etadi,

chunki filologning kasbiy kompetensiyasi nazariy fanlar va asosiy chet tili fani o'qitish majmuida shakllanadi. Ushbu dastur mazkur kursning kommunikativ tilshunoslik, lingvopragmatika, kognitiv tilshunoslik, kommunikativ tilshunoslik lingvokulturologiya, nazariy grammatika, nazariy fonetika kabi tilshunoslikning fundamental yo'nalishlarini hisobga olgan holda tuzilgan. Ushbu zamonaviy yo'nalishlari nuqtai nazaridan, matn – ko'p pog'onali, murakkab xarakterga ega til birligi, muloqotning asosiy birligi va ijtimoiy ta'sir etish asbobi sifatida talqin etiladi. Matn lingvistikasida til va madaniyat munosabatlari muhim ahamiyat kasb etsa, nazariy grammatika esa tilning tuzilishi va universaliyalarini kognitiv,pragmatik jihatdan talqin qiladi. Bunda ijtimoiy-madaniy omil va milliy dunyo tasviri alohida o'rin egallaydi, chunki madaniy kontekstni nazarda tutmagan holda matn mohiyatini mukammal tushunib bo'lmaydi, ba'zi hollarda esa buning iloji ham bo'lmaydi.

Ushbu majmua yangi pedagogik texnogogiyalar va tilshunoslikning zamonaviy yo'nalishlari asosida tubdan yangilanishni ilgari suradi hamdatinglovchilarning ta'lim berish sifatini ko'tarish maqsadida dasturda turli effektiv va zamonaviy pedagogik texnologiyalar ishlatilgan.

Modulning maqsadi va vazifalari

"Kommunikativ tilshunoslik va til kompetensiyalari" modulining **maqsadi** - tinglovchilarda Xorijiy tillarni umumevropa standartlari talablari asosida o'qitishning lingvistik aspektlari modulining metodologik tamoyillari, asosiy tushuncha vatamoyillari bo'yicha mutaxassislik profiliga mos bilim, ko'nikma va malakalarni shakllantirish va takomillashtirish, hamda tinglovchilarda matn bilan ishlash malakalarini shakllantirish va matnni tahlil qilish ko'nikmalarini rivojlantirishdir.

Kommunikativ tilshunoslik va til kompetensiyalari kursining asosiy **vazifalari** quyidagilar:

- Kommunikativ tilshunoslik va til kompetensiyalari asosiy masalalari bo'yicha tayanch nazariy va amaliy bilimlarni shakllantirish;
- Kommunikativ tilshunoslik va til kompetensiyalari sohasida erishilgan yutuqlardan unumli va adekvat foydalanish;
- pedagoglarning ijodiy-innovatsion faollik darajasini oshirish;
- mutaxassislik fanlarini o'qitish jarayoniga zamonaviy axborot-kommunikatsiya texnologiyalari va xorijiy tillarni samarali tatbiq etilishini ta'minlash;
- xorijiy tillarni umumevropa standartlari talablari asosida o'qitishning lingvistik aspektlari bo'yicha turli bilimlar tuzilmalari va axborotning aks ettirilishi yo'llarini o'rganishga qaratilgan kognitiv metodlarni amalda qo'llay olishni o'rgatish;

Modul bo'yicha tinglovchilarning bilim, ko'nikma, malaka va kompetensiyasiga qo'yiladigan talablar

Kommunikativ tilshunoslik va til kompetensiyalari moduli bo'yicha tinglovchilar quyidagi yangi bilim, ko'nikma, malaka hamda kompetensiyalarga ega bo'lishlari talab etiladi:

Tinglovchi:

- kommunikativ tilshunoslik tushunchasini;
- kommunikativ kompetensiya tamoyillarini;
- CEFR va uning doirasida 4 kompetensiya: lingvistik, sotsiolingvistik, diskursiv va strategik kompetensiyalarni;
- so'zlashuv orqali kommunikativ kompetensiyani o'rgatishni;
- tinglash orqali kommunikativ kompetensiyani o'rgatishni;
- yozish orqali kommunikativ kompetensiyani o'rgatishni;
- o'qish orqali kommunikativ kompetensiyani o'rgatishni;
- kommunikativ grammatika va kommunikativ leksikani;
- konseptlarini interpretatsiya qilish va o'qitishni;

- xorijiy tillarni umumevropa standartlari talablari asosida o'qitishning lingvistik aspektlarining madaniy konseptlar, lingvokulturema, ma'noning madaniyat bilan bog'lik bo'lagi, madaniy muhim axborot, lingvokulturologik maydon (pole), lingvokulturologik holat, milliy dunyo tasviri haqidagi *bilimlarga* ega bo'lishi lozim.

Tinglovchi:

- kommunikativ tilshunoslik va til kompetensiyalari modulining asosiy yo'nalishlari va kategoriyalarini anglash;

- kommunikativ tilshunoslik modulining metodologik prinsiplari tamoyillari va yondashuvlarini farqlash;

- kommunikativ tilshunoslik va til kompetensiyalari modulining terminologik apparati, qonuniyatlari va asosiy tushunchalarini amaliy jihatdan qo'llash;

- so'z va uning semantikasi, tuzilishi, matn kategoriyalari, fonetik va fonologik nazariyalar: informativlik, modallik kategoriyalari, matn yaxlitligi va tugallanganligi kategoriyalari, matnda o'rin-payt kategoriyalarini o'zaro farqlash;

- kommunikativ tilshunoslik va til kompetensiyalari moduli bo'yicha nazariy mavzularni va egallangan axborotni amaliyotda qo'llash **malakalarini egallashi** zarur;

Tinglovchi:

- mavzularni tahlil metodlarini (lingvistik sharhlash, superlinear tahlil metodi, semantik, stilistik, konseptual tahlil, so'z va matn tahlilining statistik, inferensiya metodi, matn tahlilining statistik metodlari) bilish va ularni o'quv jarayonida qo'llash;

- modul bo'yicha egallangan bilim, ko'nikma va malakalarni baholash, xulosalar berish, umumlashtirish hamda tadqiqotlar olib borish;

- modul bo'yicha orttirilgan malakalarni o'z ilmiy tadqiqot amaliyotida qo'llash *kompetensiyalariga* ega bo'lishi lozim.

Modulning o'quv rejadagi boshqa modullar bilan bog'liqligi va uzviyligi

- Kommunikativ tilshunoslik va til kompetensiyalari moduli Chet til o'qitishdagi zamonaviy metodlar, til kompetensiyalarini baholash mexanizmlari, tilshunoslikda tadqiqotlar olib borishning tizimli kabi tilshunoslikning yo'nalishlari bilan o'zaro bog'liq.

- Mazkur modulni o'qitish jarayonida ta'limning zamonaviy metodlari, pedagogik va axborot-kommunikatsiya texnologiyalaridan keng foydalaniladi.

- Xususan, interfaol metodlarning quyidagi turlaridan keng foydalaniladi:

●● guruhli muzokaralar (group discussions);

●● jamoa loyihalari (project work);

●● juftliklar bo'lib topshiriqlarni bajarish (pair work);

●● yakka holda ma'lum mavzu bo'yicha prezentatsiyalar qilish (individual presentation);

●● davra suhbatlari o'tkazish (round-table discussion);

●● insert texnikasi (Insert technique);

●● pinbord texnikasi (Pinboard);

●● keys- stadi (case-study);

●● aqliy hujum metodi (brainstorming).

- Shuningdek, fanni o'qitishda zamonaviy axborot texnologiyalaridan ham keng foydalaniladi, jumladan:

- multimedia yordamida mashg'ulotlar tashkil etish,

- Power Point dasturi yordamida prezentatsiyalar tashkil qilish, kompyuterda testlar o'tkazish.

Modulning oliy ta'limdagi o'rni

Modulni o'zlashtirish orqali tinglovchilar Kommunikativ tilshunoslik va til kompetensiyalari o'quv moduli yaratishni o'rganish, amalda qo'llash va baholashga doir kasbiy kompetentlikka ega bo'ladilar.

Modul bo'yicha soatlar taqsimoti

№	Modul mavzulari	Tinglovchining o'quv yuklamasi, soat				
		Hammasi	Auditoriya o'quv yuklamasi			Ko'chma mashg'ulot
			Jami	jumladan		
				Nazariy	Amaliy mashg'ulot	
1.	Kommunikativ tilshunoslik tushunchasi.	4	4	2	2	
2.	Turli usullar orqali kommunikativ kompetensiyani o'rgatish.	4	4	2	2	
3.	Kommunikativ grammatika va kommunikativ leksika.	4	4	2	2	
4.	O'qitishda konstruktivistik yondashuv. So'z va konsept.	2	2		2	
5	Konseptlarini interpretatsiya qilish va o'qitish.	2	2		2	
	Jami:	**16**	**16**	**6**	**10**	**0**

NAZARIY MASHG'ULOT MATERIALLARI

1-Mavzu: Kommunikativ tilshunoslik tushunchasi.

Kommunikativ kompetensiya tamoyillari. CEFR va uning doirasida 4 kompetensiya: lingvistik, sotsiolingvistik, diskursiv va strategik kompetensiyalar.

2-Mavzu:Turli usullar orqali kommunikativ kompetensiyani o'rgatish.

So'zlashuv orqali kommunikativ kompetensiyani o'rgatish. Tinglash orqali kommunikativ kompetensiyani o'rgatish. Yozish orqali kommunikativ kompetensiyani o'rgatish. O'qish orqali kommunikativ kompetensiyani o'rgatish.

3-Mavzu: Kommunikativ grammatika va kommunikativ leksika.

Tilni diskursiv yondashuvda o'qitish. O'qitishda konstruktivistik yondashuv. So'z va konsept. Konseptlariniinterpretatsiya qilish va o'qitish.

AMALIY MASHG'ULOTLAR

1-Amaliy mashg'ulot. Kommunikativ tilshunoslik tushunchasi.

2-Amaliy mashg'ulot. Turli usullar orqali kommunikativ kompetensiyani o'rgatish.

3-Amaliy mashg'ulot. Kommunikativ grammatika va kommunikativ leksika.

4-Amaliy mashg'ulot. O'qitishda konstruktivistik yondashuv. So'z va konsept.

5-Amaliy mashg'ulot. Konseptlariniinterpretatsiya qilish va o'qitish.

O'qitish shakllari

- Mazkur modul bo'yicha quyidagi o'qitish shakllaridan foydalaniladi:

- ma'ruzalar, amaliy mashg'ulotlar (ma'lumotlarni anglab olish, aqliy qiziqishni rivojlantirish, nazariy bilimlarni mustahkamlash);

- davra suhbatlari (ko'rilayotgan savollarga yechimlari bo'yicha taklif berish qobiliyatini oshirish, eshitish, idrok qilish va mantiqiy xulosalar chiqarish);

- bahs va munozaralar (asosli argumentlarni taqdim qilish, eshitish va muammolar yechimini topish qobiliyatini rivojlantirish).

II. MODULNI O‘QITISHDA FOYDALANILADIGAN INTERFAOL TA’LIM METODLARI.

"Klaster" metodi: ushbu metod o‘z mohiyatiga ko‘ra o‘zlashtirilgan bilimlarni tahlil va sentez qilish asosida asosiy hamda ikkinchi darajali ma’lumotlar sifatida guruhlarga ajratish imkonini beradi. Metodni qo‘llashda quyidagi harakatlar amalga oshiriladi:

Tinglovchilar faoliyatining samaradorligini ta’minlash uchun ularning e’tiborlariga quyidagi jadvallarni taqdim etish maqsadga muvofiqdir.

Namuna: ***Brainstorm the notion of "Text"***

written

oral

TEXT
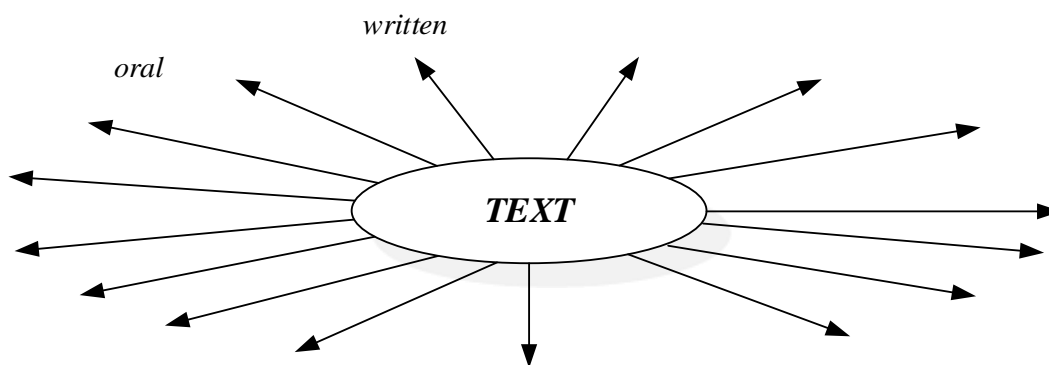
"Assesment" metodi

Metodning maqsadi: mazkur metod ta’lim oluvchilarning bilim darajasini baholash, nazorat qilish, o‘zlashtirish ko‘rsatkichi va amaliy ko‘nikmalarini tekshirishga yo‘naltirilgan. Mazkur texnika orqali ta’lim oluvchilarning bilish faoliyati turli yo‘nalishlar (test, amaliy ko‘nikmalar, muammoli vaziyatlar mashqi, qiyosiy tahlil, simptomlarni aniqlash) bo‘yicha tashhis qilinadi va baholanadi.

Metodni amalga oshirish tartibi:

 "Assesment"lardan   ma’ruza mashg‘ulotlarida talabalarning yoki qatnashchilarning mavjud bilim darajasini o‘rganishda, yangi ma’lumotlarni bayon qilishda, seminar,   amaliy mashg‘ulotlarda esa mavzu yoki ma’lumotlarni o‘zlashtirish darajasini baholash, shuningdek, o‘z-o‘zini baholash maqsadida

individual shaklda foydalanish tavsiya etiladi. Shuningdek, o‘qituvchining ijodiy yondashuvi hamda o‘quv maqsadlaridan kelib chiqib, assesmentga qo‘shimcha topshiriqlarni kiritish mumkin. Namuna:

Identify text genres presented in the fragments below:

"Б Б Б" metodi

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.

Metodning maqsadi: Mazkur metod o‘quvchilarda yangi axborotlar tizimini qabul qilish va bilmlarni o‘zlashtirilishini yengillashtirish maqsadida qo‘llaniladi, shuningdek, bu metod o‘quvchilar uchun xotira mashqi vazifasini ham o‘taydi. Namuna:

Bilardim	Bilishni xohlardim	Bilib oldim

"Tushunchalar tahlili" metodi

•**Metodning maqsadi:** mazkur metod talabalar yoki qatnashchilarni mavzu buyicha tayanch tushunchalarni o‘zlashtirish darajasini aniqlash, o‘z bilimlarini mustaqil ravishda tekshirish, baholash, shuningdek, yangi mavzu buyicha dastlabki bilimlar darajasini tashhis qilish maqsadida qo‘llaniladi.

•Metodni amalga oshirish tartibi:

•ishtirokchilar mashg‘ulot qoidalari bilan tanishtiriladi;

•o‘quvchilarga mavzuga yoki bobga tegishli bo‘lgan so‘zlar, tushunchalar nomi tushirilgan tarqatmalar beriladi (individual yoki guruhli tartibda);

●o‘quvchilar mazkur tushunchalar qanday ma’no anglatishi, qachon, qanday holatlarda qo‘llanilishi haqida yozma ma’lumot beradilar;

●belgilangan vaqt yakuniga yetgach o‘qituvchi berilgan tushunchalarning tugri va tuliq izohini uqib eshittiradi yoki slayd orqali namoyish etadi;

●har bir ishtirokchi berilgan tugri javoblar bilan uzining shaxsiy munosabatini taqqoslaydi, farqlarini aniqlaydi va o‘z bilim darajasini tekshirib, baholaydi.
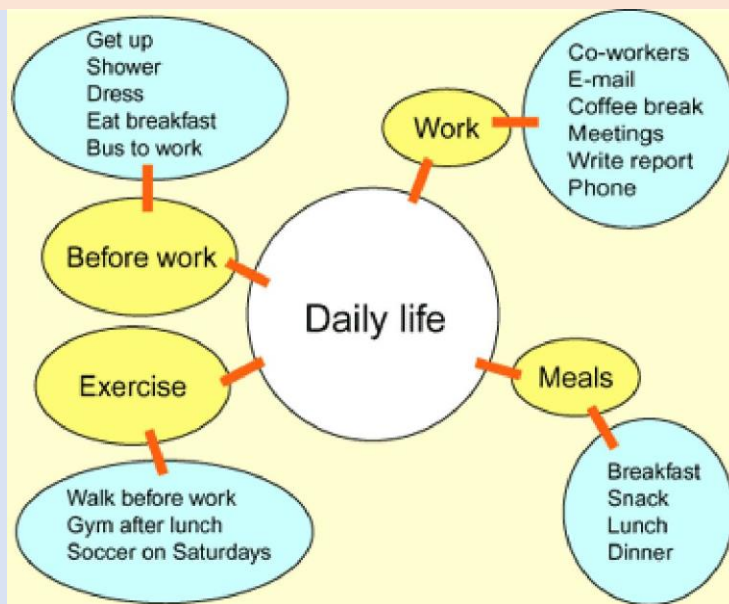
Namuna: "Moduldagi tayanch tushunchalar tahlili"

Linguistic

Sociolinguistic

Discourse

Strategic

Mechanics

Functions

Social and culture rules and norms

Get up
Shower
Dress
Eat breakfast
Bus to work

Co-workers
E-mail
Coffee break
Meetings
Write report
Phone

Work

Before work

Daily life

Exercise

Meals

Walk before work
Gym after lunch
Soccer on Saturdays

Breakfast
Snack
Lunch
Dinner

CLUSTER

is the task of grouping a set of objects in such a way that objects in the same group (called a cluster) are more similar (in some sense or another) to each other than to those in other groups (clusters).

INCIDENT PROCESS

This teaching style involves a case study format, but the process is not so rigid as a full case study training session. The focus is on learning how to solve real problems that involve real people. Small groups of participants are provided details from actual incidents and then asked to develop a workable solution
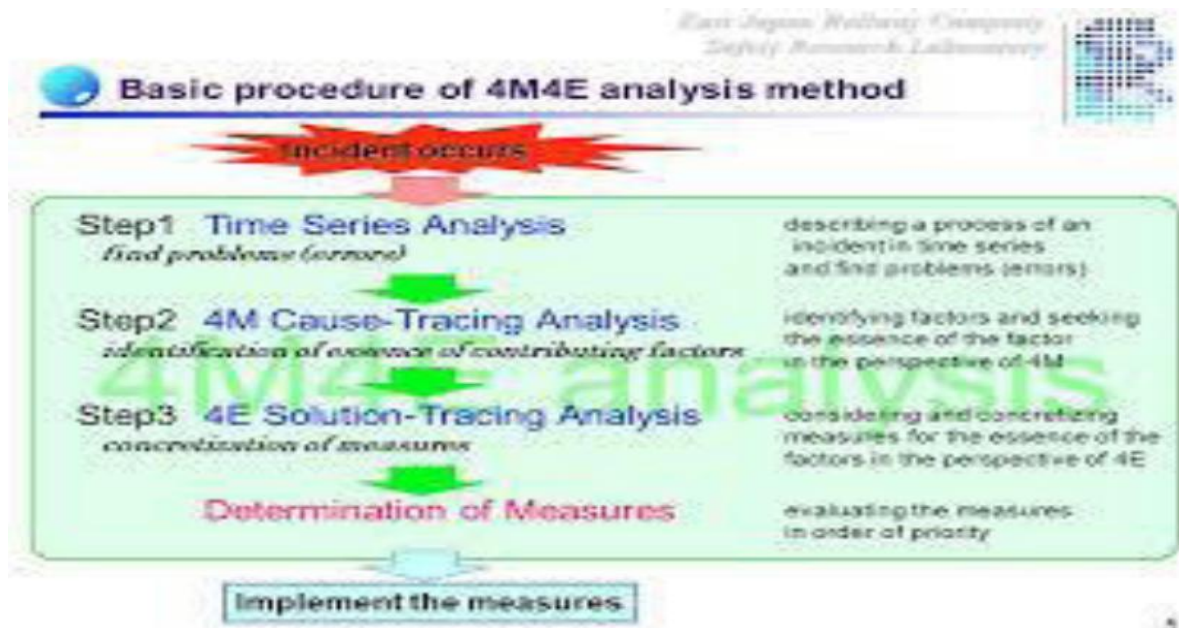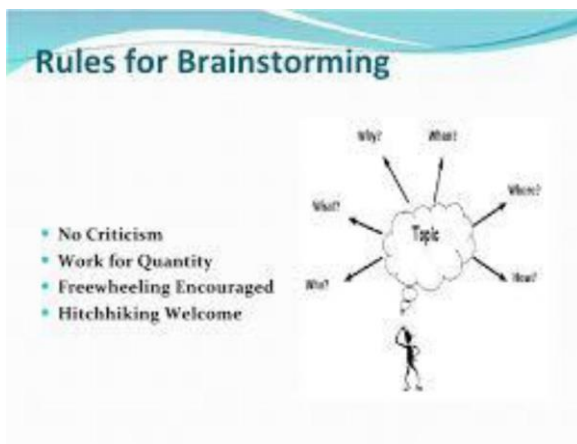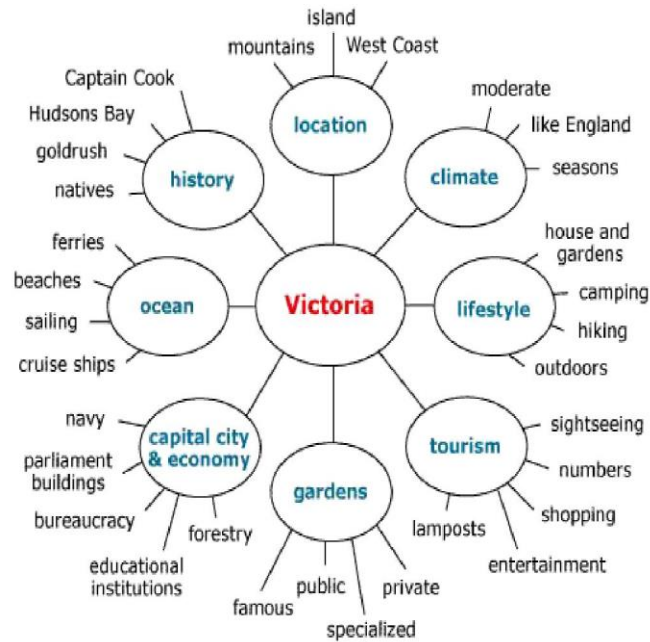

Q&A SESSIONS

On the heels of every topic introduction, but prior to formal lecturing, the teacher requires students to jot down questions pertaining to the subject matter on 3Ч5 index cards. The lecture begins after the cards are collected. Along the route, the teacher reads and answers the student-generated questions. Some tips for a good session are as follows:

Randomize — Rather than following the order of collection or some alphabetical name list, establish some system that evokes student guesswork concerning the order of student involvement.

Keep it open-ended — If necessary, rephrase student questions so that participants must analyze, evaluate and then justify the answers.

Hop it up — Gradually increase the speed of the Q & A. At some point, you should limit the responses to a single answer, moving faster and faster from

question to question.

Rules for Brainstorming

* No Criticism
* Work for Quantity
* Freewheeling Encouraged
* Hitchhiking Welcome

INFORMATION GAP ACTIVITY

An activity in which a pair or two groups of students hold different information, or where one partner knows something that the other doesn_t. This gives a real purpose to a communication activity. An information gap activity is an activity where learners are missing the information they need to complete a task and need to talk to each other to find it.
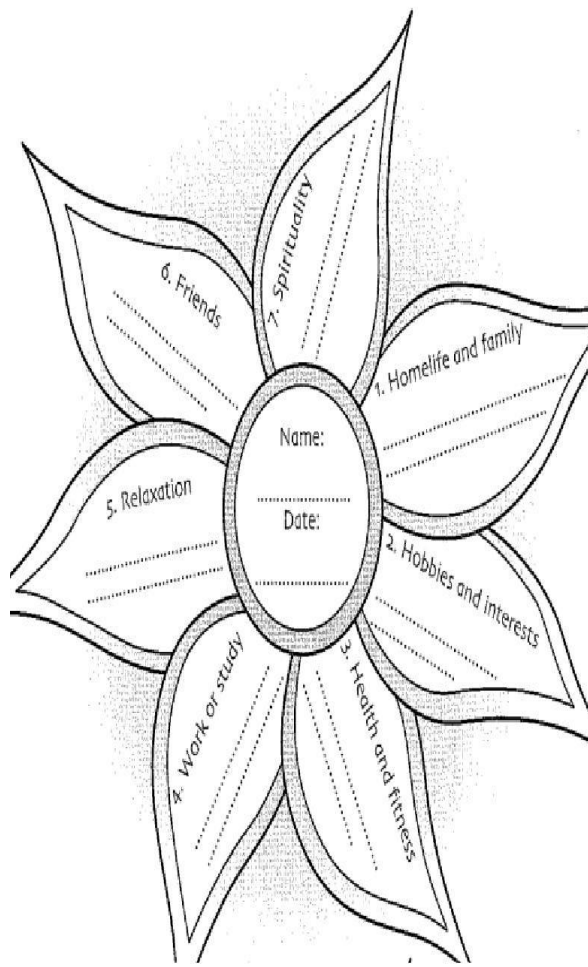
BIRTH
1 ....
2 ....

FAMILY
3 ....
4 ....

FRIENDS
5 ....
6 ....
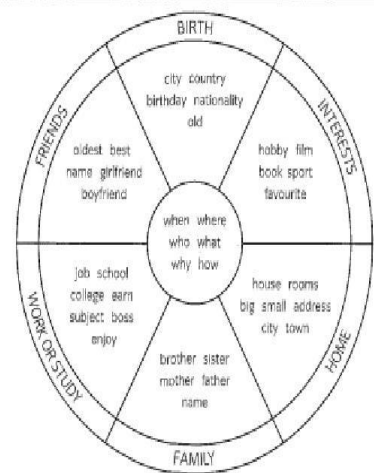
INTERESTS
7 ....
8 ....

WORK OR STUDY
9 ....
10 ....

HOME
11 ....
12 ....

JIG-SAW ACTIVITY

A type of co-operative activity in which each member of a group has a piece of information needed to complete a group task. Often used in reading work when each learner or group of learners reads and understands a part of a text, then takes part in pooling information to establish the meaning or message of the whole text.

Jigsaw Activity

meet. **ICE-BREAKER**

An activity to make learners feel less nervous or inhibited when they first

4 Cs to Break the Ice
Requirements

1. Distribute one to each student.

2. Ask each one to write his/her favorite
   Color
   Country
   Cuisine
   Character.

3. Collect the cards; shuffle and redistribute.

4. Ask each one to read aloud, and guess who wrote it.

PRESENTATION

The way which something is offered, shown or explained others. A formal monologue presents ideas, opinions or a business proposal

TRUE-FALSE ACTIVITY

It is a strategy of teaching students, where a teacher allows students to compare two different historical perspectives to the same question. It allows students to see differing opinions to the same problem and go about doing history. It is designed to add inquiry into the teaching of history.

Sulfur dioxide produces sulfuric acid because of oxidation.

Select one:
○ True
○ False

Question 2 of 10

True or False?:

Human babies should always be fed whole live goats, like a T-Rex.

False: human babies do not like to eat live goats. The hooves and hair are hard to digest. Feed them milk & gross mashed vegetables instead.

✓

TRUE   FALSE

THINK, PAIR AND SHARE

Establish a problem or a question. Pair the students. Give each pair sufficient time to form a conclusion. Permit each participant to define the conclusion in his or her personal voice. You can also request that one student explain a concept while the other student evaluates what is being learned. Apply different variations of the process.

A.Think ..Pair cShare

A 1 Minute   Think

Think about these questions.

Jot some notes *i* you wish. They will not be

collected.

•. 2 Minutes- Pair (Discuss)

Discussyour thoughts with one or two people sitting near you   Were there some interesting similarities among your Individual thoughts? Any interesting differences? identify someone in your group willing to report a few of your conclusions.

C. 2 Minutes - Share (Report back)

Report one ortwo of yourflndngs. If someone from another group announces one of your findings, don't report that one.

LECTURE 1

Language and Communicative competence

PLAN:

1.1. **Principles of Communicative Competence**

1.2. **The notion of Communicative competence**

1.3. **Four branches of Communicative competence:**
linguistic, sociolinguistic, discourse and strategic competence

Key words: CEFR, communicative competence, linguistic /grammatical competence, sociolinguistic competence, pragmatic /discursive competence, and strategic competence.

Principles of Communicative Competence

"Human communication fulfils many different goals at the personal and social levels. We communicate information, ideas, beliefs, emotions, and attitudes to one another in our daily interactions, and we construct and maintain our positions within various social contexts by employing appropriate language forms and performing speech activities to ensure solidarity, harmony, and cooperation – or to express disagreement or displeasure, when called for" (CelceMurcia&Olshtan, 2000, p. 3).

The Common European Framework of Reference (CEFR) was implemented in Uzbekistan in 2012 as a framework for teaching, learning, and assessing languages. CLT is employed within CEFR (Beresova, 2017) and the approach is much

different than the rule-based/grammar-translation method (GTM) to language teaching that language teachers are accustomed to in Uzbekistan. Within CLT, the identity of a language teacher is that of a facilitator instead as a conduit of information. Learning languages for communicative purposes shifts the classroom focus from the teacher to the learner; however, this shift does not mean the teacher no longer has a role to play! A teacher's role is to guide students to become communicatively competent in the following four areas: linguistic, sociolinguistic, pragmatic, and strategic.

Think about the following:

1) What is the difference among traditional and non-traditional ways to teaching language?

2) What do you understand when we speak about different communicative competencies?

3) How one can organize classes in terms of four competencies?

The term «communicative competence» is comprised of two words, the combination of which means «competence to communicate». This simple lexicosemantical analysis uncovers the fact that the central word in the syntagm «communicative competence» is the word «competence».

«Competence» is one of the most controversial terms in the field of general and applied linguistics. Its introduction to linguistic discourse has been generally associated with Chomsky who in his very influential book «Aspects of the Theory of Syntax» drew what has been today viewed as a classic distinction between competence (the monolingual speaker-listener's knowledge of language) and performance (the actual use of language in real situations)

Soon after Chomsky proposed and defined the concepts of competence and performance, advocates for a communicative view in applied linguistics (e.g. Savignon, 1972) expressed their strong disapproval at the idea of using the concept of idealized, purely linguistic competence as a theoretical ground of the methodology for learning, teaching and testing languages. They found the alternative to Chomsky's concept of competence in Hymes's communicative competence which they believed to

be a broader and more realistic notion of competence. Namely, Hymes (1972) defined communicative competence not only as an inherent grammatical competence but also as the ability to use grammatical competence in a variety of communicative situations, thus bringing the sociolinguistic perspective into Chomsky's linguistic view of competence.

During the 1970s and 1980s many applied linguists with a primary interest in the theory of language acquisition and/or the theory of language testing gave their valuable contribution to the further development of the concept of communicative competence. Just a few of them will be mentioned in the following, namely those whose theoretical reflections and empirical work seem to have had the most important impact on the theory of communicative competence.

In an attempt to clarify the concept of communicative competence, Widdowson (1983) made a distinction between competence and capacity. In his definition of these two notions he applied insights that he gained in discourse analysis and pragmatics. In this respect, he defined competence, i.e. communicative competence, in terms of the knowledge of linguistic and sociolinguistic conventions. Under capacity, which he often referred to as procedural or communicative capacity, he understood the ability to use knowledge as means of creating meaning in a language. According to him, ability is not a component of competence. It does not turn into competence, but remains "an active force for continuing creativity", i.e. a force for the realization of what Halliday called the "meaning potential" (Widdowson, 1983:27). Having defined communicative competence in this way, Widdowson is said to be the first who in his reflections on the relationship between competence and performance gave more attention to performance or real language use. Canale and Swain (1980) and Canale (1983) understood communicative competence as a synthesis of an underlying system of knowledge and skill needed for communication. In their concept of communicative competence, knowledge refers to the (conscious or unconscious) knowledge of an individual about language and about other aspects of language use. According to them, there are three types of knowledge: knowledge of underlying grammatical principles, knowledge of how to use language in a social context in order to fulfill

communicative functions and knowledge of how to combine utterances and communicative functions with respect to discourse principles. In addition, their concept of skill refers to how an individual can use the knowledge in actual communication. According to Canale (1983), skill requires a further distinction between underlying capacity and its manifestation in real communication, that is to say, in performance Unlike Hymes, Canale and Swain or even Widdowson, Savignon (1972, 1983) put a much greater emphasis on the aspect of ability in her concept of communicative competence. Namely, she described communicative competence as «the ability to function in a truly communicative setting – that is, in a dynamic exchange in which linguistic competence must adapt itself to the total informational input, both linguistic and paralinguistic, of one or more interlocutors" (Savignon, 1972:8). According to her, and many other theoreticians (e.g. Canale and Swain, 1980; Skehan, 1995, 1998; Bachman and Palmer, 1996 etc.), the nature of communicative competence is not static but dynamic, it is more interpersonal than intrapersonal and relative rather than absolute.

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.

Linguistic or grammatical competence – is 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.

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.

Sociolinguistic competence – being aware of how culture(s), shared social rules and norms affect the way we describe things, objects, and processes within a society. Sociolinguistic competence targets at developing students' ability to understand how different cultures 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.

Strategic competence – 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. While communicating with different people in a foreign language we are not always aware of certain words. To be able to deliver the meaning of these unknown words without using these words themselves implies the possession of strategic competence.

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. 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?

LINGUISTIC COMPETENCE

"... the harmony between thought and reality is to be found in the grammar of the language"(Wittgenstein, 1974, p. 162).

The study of language (its form/structure and meanings/semantics) in Uzbekistan was regarded as being the main source of knowledge that was believed to secure the successfulness of human communication. We often relied on dictionary meanings, structured rules, and impenetrable facts when we learn and teach language. However, times have shifted and with new insights from cognitive linguistics (Langacker, 1991), Construction Grammar (Croft, 2001), and recent In-Service Language Teacher Education-Uzbekistan   approaches to Applied English Linguistics (Larsen-Freeman, 2003), we have moved to a more communicational/functional approach. Think about the following:

1) What does linguistic competence mean to you?

2) Please think about the word, 'facilitator.' How would you facilitate a language class while understanding the core of linguistic competence; how does this approach differ from what you already do?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 kids 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 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?)

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" (Celce-Murcia & Olshtain, 2000, 16). 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). 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

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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.

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." 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 In-Service Language Teacher Education-Uzbekistan   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

PRAGMATIC COMPETENCE

The term 'pragmatic competence', first appearing as a component of the idea of 'communicative competence', was introduced to the field of linguistics by Hymes (1972) as part of his reaction to Chomsky's distinction of competence and performance (1965). According to Chomsky's concept, which laid the foundations for his 'generative grammar', competence and performance distinguish the underlying knowledge of a language user (i.e. competence, which is subconscious and includes features such as phonology, syntax, semantics, and so on) from what they can actually produce in 'real time' (i.e. performance) ' Communicative competence, therefore, combines 'linguistic competence' (involving grammatical knowledge of lexis, syntax, morphology, phonology, and so on) with the sociolinguistic knowledge of *how* to appropriately use language according to context.

That is, a speaker may have knowledge of politeness strategies (pragmalinguistic competence) and the understanding of where to apply them in context (sociopragmatic competence), but if grammatical ability lets them down, their pragmatic intentions might still be miscommunicated. For instance, if a speaker stutters or pauses as a result of underdeveloped organisational competence, this might be taken as a reflection on their character (e.g. shyness). Also, as a result of stuttering and hesitancy, the illocutionary force of an utterance might be miscommunicated (e.g. an order misinterpreted as a request). Furthermore, a speaker may know a strategy and wish to apply it to a particular context, but be unsure of its correct grammatical construction. Not wanting to make a grammatical mistake, the speaker may end up opting for a strategy which they know is correct, but which is less polite, e.g. *'Can you pass me the salt?'* instead of *'I wondered if you could pass the salt'* (which is grammatically more sophisticated). For these reasons, organisational competence is included as a component of the working definition.

- *Would/Could you spell that, please?* (p. 11)
- *I want to ask a question.* (p. 11)

- *Sorry, could you repeat that?* (p. 11)
- *Can we just summarise the points we've agreed so far?* (p. 34)
- *Can you transfer the money by next week?* (p. 34)
- *Could I make a suggestion, why don't we ...?* (p. 81)

Despite potentially being useful, a criticism is that it is not explicitly explained how the strategies might be used to discern particular contexts, e.g. in light of social status, familiarity, age, cost of imposition, and so on. For instance, whereas the strategy, *'Could I make a suggestion?',* might be applied whilst speaking to a senior boss, the utterance, *'I want to ask a question',* in the same context could be considered too abrupt. In further consideration of the strategies provided in the Useful language boxes (such as the above), it can be seen that the range of Internal modifications is somewhat limited, primarily illustrating the Politeness marker, *Please*, and only a light dusting of other lexical downtoners (e.g. *just). Could I have a quick word with you?'* and '*I need to talk to you about something'*, are provided as examples of Preparator and Getting a precommitment strategies, according to Blum-Kulka, House and Kasper's CCSARP coding manual (1989). The issue, however, as with the case of the other strategies, is that context is again not considered, nor is the issue of prosody and the importance of intonation in softening requests. Intonation is especially critical, since the Preparator example ('*I need to talk to you about something')*, could potentially sound threatening without the right modulation of pitch. The teacher's notes in relation to this do suggest going through the Useful language box, '[getting] individual [students] to read the expressions, working on intonation.' However, explicit indications about how to teach intonation are not provided. Rather, it is assumed that the teacher will already be intuitive of such issues, which is not always the case, particularly for non-native speakers (Savić, 2014).

"Pragmatics studies the context within which an interaction occurs as well as the intention of the language user ... Pragmatics also explores how listeners and readers can make inferences about what is said and written in order to arrive at an interpretation of the user's intended meaning" (Celce-Murcia & Olshtain, 2000, p. 20). 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 competence is 'the ability to use language appropriately in a social context' (Taguchi, 2009). It is the key to effective communication in a second language. While communicative competence and grammatical competence are explicitly taught and developed in the EFL classroom, developing pragmatic competence is often overlooked. However, it is actually the skill which native speakers subconsciously use to define a non-native speaker as a successful communicator…and, hence, as someone they would like to talk to, help, be friends with and even hire.

It is important to note the distinction between language transfer and pragmatic transfer. Common examples of language transfer include:

- '*I have 20 years*' (*J'ai 20 ans*). In French, '*avoir*' (to have) is used to express age as oppose to the verb 'to be' in English.

- '*I have house*' ('U menia est' dom). There are no articles in Russian and many other Slavic languages as well as Japanese and Korean, to name but a few.

- Not using intonation in interrogative sentences. For example, intonation is not used in questions in Spanish.

On the other hand, there are two types of pragmatic transfer. Firstly, pragmalinguistic transfer occurs when L2 learners use the strategies of their L1 to perform a linguistic function which is performed (often significantly) differently in the L2. In the EFL classroom, this is often dealt with purely as an issue of register. However, the root cause of a student producing inappropriate register is often pragmatic transfer. Common examples of pragmatic transfer include:

- '*Open the window!*' The imperative is the most appropriate request-making strategy in lots of languages (for example, Slavic languages)

- '*I apologise*' or '*Forgive me*' instead of '*I'm sorry*' when expressing an apology. In this case, the performative is directly transferred from the L1.

The second type of pragmatic transfer is sociopragmatic transfer which occurs from applying the sociocultural norms of the L1 to the L2. Examples include:

- Referring to the teacher by using a title such as '*Miss*' or '*Sir*'. The use of titles is more commonplace in non-English speaking cultures. This could also occur because English does not have a T/V distinction (like the tu/vous distinction in French, for example). As such, English is a very informal language with relatively low social distance between all interlocutors, regardless of one's position, power or ranking within the culture.

- Asking someone you have just met for the first time: '*How much money do you earn?*' While this situation would be perceived as somewhat offensive to a native English speaker, it would not be considered inappropriate in some other languages and cultures.

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. Consider the following dialogue (Yule, 1996, p. 36):

Man: Does your dog bite? Woman: No (the man reaches down to pet the dog. The dog bites the man's hand).Man: Ouch! Hey! You said your dog doesn't bite.Woman: He doesn't. But that's not my dog. What do you think is the problem in this conversation? Why is this communication not successful?How did the interlocutors not understand each other, even though semantically and grammatically correct sentences were deployed? While we talk, we do not only exchange semantically meaningful and grammatically correct utterances, we also "…provide an appropriate amount of information (unlike the woman [in the given conversation]); we assume that they are telling the truth, being relevant, and trying to be as clear as they can" (Yule, 1996, p. 37). Grice's (1975) cooperative principle (maxims) should be followed in a dialogue so that interlocutors understand each other within a given social context:

1) 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.

2) 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.

3) 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.

4) 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.

QUESTIONS

1.How do you understand the notions language and communication?

2. What is communicative competence?

3. What are the four branches of communicative competence?

4. How do you explain pragmatic competence?

5. What is linguistic competence?

6. Please think about the word, 'facilitator.' How would you facilitate a language class while understanding the core of linguistic competence; how does this approach differ from what you already do?

LECTURE 2. Teaching communicative competence through a variety of methods.

PLAN:

1.1 The main principles of using the communicative method
1.2 Learning a foreign language - intercultural communication
1.3 Project method

KEY TERMS: communicative competence, forming the communicative competence, communication, foreign languages, teaching the foreign languages, intercultural communication

As the communication on foreign languages comprises the row of key competencies, necessary for each person today for self-realization and developments in rapidly changing world, in given lecture there are considered some methods of shaping the communicative competence of learners in using the communicative technology at the English lessons. When learning a foreign speech, students must proceed from understanding the nature of language as a sign system used in communication. This means that the mastery of formal language side (phonetics, vocabulary and grammar) and language system should be carried out in the course of communication. Thus, communicative and cognitive approach at the study of foreign languages becomes dominant in training. In general communicative approach is an implementation of a method of teaching in which is carried out in orderly, systematic and interrelated

teaching English as a means of communication. The communicative approach is complete and optimal ordering of the relationship between the components of the training content. The cognitive approach to learning is a universal accounting process of knowledge and individual psycho-physical properties that characterize the cognitive style of each student.

The main principles of the organization of training content of using the communicative method are: – **Speech orientation**. It's a teaching foreign language through communication. This means lesson is practically oriented. There is learned the language, not about the language. First of all, it concerns the exercise: the exercise is more than like a real dialogue, it is the more effective one. The speech exercises area smooth and dosed with the rapid accumulation of a large amount of vocabulary and grammar with immediate implementation; there is not allowed a single sentence that cannot be used in a real dialogue. – **Functionality**. Speech activity has three aspects: lexical, grammatical, and phonetic. They are inextricably linked in the process of speaking. It follows that the words cannot absorb in isolation from their forms of existence (use). The functionality assumes that the words and grammatical forms are assimilated directly into the activity: the student performs any voice problem — confirms the idea, doubt heard asking about something, encourage the interlocutor to action, during which acquires the necessary words or grammatical form. – **Situational**. Its fundamental importance is the selection and organization of material based on situations and communication issues that get the interest of every students. – **Novelty**. It manifests itself in different lesson components. First of all, the novelty of speech situations (change of communication of the subject, discussing the problems of the speech partner, communication conditions, etc.). This novelty of the material used (its information), and the novelty of the organization of the lesson (its species, forms), and a variety of methods of work. In these cases, students do not receive direct instructions to remember — it becomes a byproduct of speech activity with the material (involuntary memorizing). – Personal orientation of communication. Everyone is different and their natural properties (capabilities), and the ability to carry out training and speech activity, and the characteristics as a person: experience (everyone has his

own), the context of the activities (in each student a set of activities, which is engaged and which are the basis of the relationship with other people), a set of specific feelings and emotions (one is proud of the city, and the other — no), their interests, their status (position) in a group (class). Communicative learning involves consideration of all of these personal characteristics, for only in this way can be a way of communication: due to the communicative motivation, provide focused speaking, formed relationships, etc. – The collective interaction. It is a way to organize the process in which students actively communicate with each other and the condition that success of each student is the success of other ones. – **Modeling.** The volume of regional geographic and linguistic knowledge is very large and cannot be learned in school courses. It is therefore necessary to select the amount of knowledge that will be required to present the country's culture and language system in a concentrated, as a model. [4, p. 67] As can be seen from the above, the communicative English language learning technology is the most effective. At the school level, it is necessary to lay the foundation of English language is a communication tool that allows you to move from consideration of the English language as an object of study to use it in practice as a useful tool.

Learning a foreign language as a practical means of intercultural communication requires a broad introduction of advanced technologies to change the paradigm of foreign language education by involving students in active cognitive activity in the target language. The choice of educational technologies in order to achieve the goals and objectives set out in the framework of discipline «Foreign Language» is due to the need to generate in students a set of general cultural competences needed for the implementation of interpersonal interaction and collaboration in terms of intercultural communication, as well as to ensure the required quality of education at all its stages. Forms and techniques used to teach English, competence and implement student-activity approach, which, in turn, contribute to the formation and development of multicultural language personality, capable of providing a productive dialogue with other cultures; students ability to carry out different activities using English; readiness of students to self-development and self-education, as well as contribute to the creative potential of the individual to exercise their

professional duties. Using a variety of forms and methods of teaching in their practice based on the study of literature in pedagogy and psychology, I realized that in artificial language environment for teaching a foreign language cannot do without a game method. It has been used successfully as an independent method for the development of specific topics, as part of some other method, as well as the whole or part of the lesson. Phonetic skills practiced in tongue twisters, short thematic rhyme. The use of games (phonetic, spelling, grammatical, and lexical) allows you to do boring work more interesting and exciting for the students. Independence in decision speech tasks in individual forms of work, quick response in dealing with the group forms, the maximum mobilization speech skills all the characteristic qualities of the speech skills manifested during the games.

In the game everything is the equal. It is virtually feasible for every student, even one that does not have enough solid knowledge of the language. Moreover, the student with weak language can become the first in the game: resourcefulness and ingenuity here are sometimes more important than the knowledge of the subject. The sense of equality, passion and joy atmosphere, a sense of affordability jobs — all this allows the student to overcome shyness, interfering freely use the word in a foreign language speech, reduced fear of error, it has a beneficial effect on learning outcomes. The main functions of the gaming activities in the learning process are: training, educational, entertainment, communication, relaxation, psychological and develop. [1, p.3–7] One way to activate students in the learning of foreign languages is a project method, when the student independently plans, creates, protects the project, i.e., actively involved in the process of communicative activity. Training project — a complex search, research, accounting, graphics and other types of work carried out by students on their own with a view to the practical or theoretical solution of a significant problem. The main objectives of the project method are as follows: 1) Self-expression and self-improvement of students, increase learning motivation, the formation of cognitive interest; 2) The implementation in practice of acquired skills, language development, ability to competently and convincingly present the study material, to lead the discussion debate; 3) Demonstrate the level of culture, education,

social maturity. [2, p. 3–12]

Project method helps to develop language and intellectual skills, strong interest in language learning, the need for self-education. In the end, it is expected to achieve communicative competence, i.e. a certain level of language, regional studies, socio-cultural knowledge, communication skills and language skills that allow for foreign language communication. The implementation of the project and research methods in practice leads to a change in the position of teacher. From media ready knowledge he turns to the organizer of cognitive activity, from an authoritative source of information the teacher becomes an accomplice of the research, the creative cognitive process, mentor, counselor, organizer of the independent activities of the students. Analyzing the application of a method of projects in the modern school, I believe that this is one of the most powerful incentives for motivation of learning foreign languages, the most creative activity, as work on the project involved all students, regardless of ability level and language training. They put into practice the knowledge acquired and generated speech skills, creative rethinking and multiplying. In addition, the problem and the variety of forms and types of this technology requires an interdisciplinary connections that allow the student to give a vivid picture of the world in which he lives, the relationship of phenomena and objects, mutual assistance, of the diversity of the material and artistic culture. The main focus is on the development of figurative thinking, understanding of causality and logic of events, self-realization and self-expression, not only students but also teachers. I used in the various types of projects: creative, informational, practice-oriented, and others. According to the concept of the subject «Foreign Language», one of the basic tasks which ensures the implementation of the social order, attributed the development of abilities to understand the culture, lifestyle and thoughts of other people; ability to communicate in the communication process their own thoughts and feelings. In my opinion, this provision could prove such an activity in the classroom, how to work with the song. The song, being the product of a brief poetic in condensed form, reveals a certain topic, it carries a certain potential for the development of social competence of students. Based on the work with the song develop oral language skills, are formed skills of perception of foreign

speech at the hearing; creates conditions for the development of skills of using authentic musical material, improving linguo-cultural, socio-psychological and cultural knowledge, the formation of a positive attitude to foreign language and culture of another people, the development of ideas about the achievements of the English-language music. [5, p. 3–10] Authentic song, being an important element of the language, deserves attention and is one of the means to increase interest as a country to learn the language and to the language itself. The selection of songs should follow certain principles: the song is to be authentic, must be appropriate to the age, interests and level of students' language and should correspond to the topics of curriculum. It should also be remembered that not only is interesting lyrics, but the music itself, which can create a good creative atmosphere in the classroom, to stimulate the imagination of students. Thus, I practice a lesson on work was carried out with the song Celine Dion «A new day has come!». Thus, we can conclude that the integrated use in the educational process of all the above-mentioned technologies stimulate the personal, intellectual activity, develop cognitive processes that contribute to the formation of competencies, which must have a future specialist.

Questions for discussion:

1. What are the main principles of the organization of training content of using the communicative method?
2. What is the one way to activate students in the learning of foreign languages?
3. How does project method help to develop language and intellectual skills?
4. What kind of methods can you suggest to improve communicative competence?

Lecture 3. Communicative grammar and communicative vocabulary

PLAN:

1.1. Methods of teaching grammar

2.1 Advantages and disadvantages of grammar translation method

3.1. Vocabulary Knowledge in communication

Key terms; communicative grammar, communicative vocabulary, grammar translation method, meaningful planning, traditional method, multi-faceted approach, grammatical errors, classroom environments, vocabulary knowledge

1.1 METHODS OF TEACHING GRAMMAR

Public institutions everywhere have been preaching the concept of grammar for years, yet for some mystical reason, society cannot seem to figure it out. If one is truly honest about the topic, he or she will have to admit that the collective grammar of this country is simply tragic. Into whose lap does this task fall? English teachers. Teaching English grammar to a group of students is a job that should grant super human status to any teacher who manages to do it successfully. There is a steaming buffet of options to pick from when it comes to choosing the best way to teach this age old and ever-relevant area of study. There is the new-age method of teaching grammar, which ironically doesn't actually teach grammar at all, but instead hopes students just sort of "pick it up" as they read different texts; then, there is a method somewhere in the middle, the "discuss some grammatical concept in a mini-lesson format, then analyze that concept as students read and write" method. Each method depends on who is doing the teaching, what kind of students occupy the classroom, and the demands of the school system, and each method has plenty to smile about and sneer upon.

The traditional method of teaching grammar is still very popular among experienced teachers and teachers that have been in the profession for a while. Everyone knows these kinds of teachers. They proclaim this world has gone to the deepest pits of hell in the roughest of hand baskets, and truly the rest of the teachers wonder why they are still teaching at all.

There are a few young, fresh, braves who enter the teaching field and follow the example set by their teachers in high school-- the traditional, grammar book, worksheet, right or wrong example. Regardless of whether they look at the student population and see the wasting away of society or a field of young and potential-filled flowers, these teachers see grammar as something that should be taught in isolation. It should be given its own time, its own unit, and its own space in the curriculum. Not

incorrectly, they see their chosen field of study as something so highly important that it cannot be ignored nor tainted with other subjects; the students must learn it because, well, that's what students do: they learn grammar. .

Well, there may be one fact these traditionalists are overlooking when it comes to teaching grammar. Why is it that students, when taught grammar the traditional, isolated way, have to be re-taught the same grammatical concepts year after year? It seems to the common observer that they're simply not learning it. They remember the concepts for the worksheet and the test but soon forget and have to learn the next year There is certainly something awry in this system. Are teachers wasting their time trying to fill young minds with grammatical facts? If they're not, then why do so many adults who have graduated high school and gone through years of repetitive grammar instruction display horrific grammatical skills.

Based on this information, many have decided to abandon the practice of teaching grammar all-together. They have brushed it off as worthless and have instead chosen to cross their fingers in hopes that if students read enough and write enough, they will start to naturally see the patterns of the English language. For some students this may work. In fact, it may work for many students. However, teachers may collide into a problem with this system. In every state, teachers have a curriculum to follow, a list of "to-do's" These curriculum lists usually contain a set of pure grammatical skills that the students must learn, and unless the teacher wants to rebel against the curriculum that teacher must teach those things, the endless dilemmas of the English teachers would arise.For those teachers who are neither traditional nor rebellious, there is a middle road of grammar instruction. This type of instruction combines grammar with reading and writing as an everyday experience in the classroom. This method is very much dependent on the teacher's creativity and his or her ability to weave grammar into every other area of the English classroom. It is by no means the easiest way to teach grammar, but as research has shown, it may be the most effective. It is definitely the method that takes the most time and creativity on the part of the teacher, but for a dedicated professional, these are both secondary concerns to the level of learning the students achieve.There are teachers who make the traditional method

work; somehow they have found a way to get bits of information to implant themselves into student minds like tiny eggs of precious information. There are teachers who don't handle grammar at all, but they make their students read enough and write enough that somehow they pass their state tests and grow up with a basic knowledge of the concepts; and there are teachers who creatively combine grammar to other classroom activities.

Learning and teaching grammar requires some creativity in order to make learning grammar a communicative process (The way to learn is to do. Learn by doing. Doing is learning) So this would depend the grammar structure you are targeting, the learners' level, and what "learning grammar" means to the learner. Traditional method book exercises and worksheets are, also, helpful. A multi-faceted approach is practical. Grammar should be part of an integrated approach. Of course, there is any number of ways to consider an integrated approach. And, also, grammar items should not be taught in isolation. They can be, but in rigidly adhering to doing just one thing at a time. A target structure or target structures indicate direction and focus but other things may come up along the way and there's no sense, of course, in ignoring them. Speaking is primary, and learning to use grammar should be integrated with speaking practice. Combine functions of language with grammar instruction. Still grammar requires some separate attention and focus apart from everything else in order to ensure a solid understanding. What is "modern" outside of an integrative approach which has a strong focus on grammar as a base and facilitating conversation in learning vocabulary, tenses, and sentence structure?

Most grammatical errors of non-native speakers of English would not be found among native speakers of English. Non-native speakers of English require explicit instruction in grammar forms, the meaning of those forms, and how and when to use the forms. Native speakers of English don't require this A point of instruction that may be common to both non-native speakers of English and native speakers of English would be utilizing the variety of grammatical form, combined with lexical choices, to produce better writing or to be a more articulate speaker. However, even for this purpose, the needs of native speakers and non-native speaker would not always be in

alignment.

Communicative grammar puts the accent on the actual act of communication. It gives the speaker all the tools for an effective transmission of the intended message. In traditional grammar the words are categorised into [parts of speech](#), which you combine in sentences, by following certain rigid rules.

Grammar vs. communication

You study grammar so that you know how to create your sentences/messages correctly. Other people understand you because they master the same set of rules which is the grammar you're both sharing.

When we look at grammar from the point of view of the speaker and what it is that s/he wants to communicate and how the message is put across, we call it communicative grammar. The message and the act of communication is more important than the grammar.

However, you couldn't say it without knowing the traditional grammar you've been studying, because this is the common denominator between you, the speaker and the person receiving your message, the listener.

Grammar and pronunciation are only there to help us say what we want to say correctly, so that the recipient of our message understands us with no problems. Grammar exists only to help your communication

Have you ever asked yourself why are you learning grammar? What comes first: 'knowing' the grammar of a language or communicating in that language?

Hm! Let's see - when do native speakers communicate about their thoughts, feelings, events and problems... before or after they 'know' their grammar? ... Precisely! When did you start to speak in your language?

It's the same with English: if you don't speak it, you can't learn it. In spite of you being busy learning it nevertheless, why bother? You don't use it anyway!
The bottom line is that we must communicate. It's the only radar for how well we're learnng a language, so... get rid of the shyness and let's get on with it.

When you know 5 words, speak them! When you know 20 words, speak! And again, when you know 100, 1000, etc. One spoken word attracts the next one...

Note to teachers of English:

Based on the communicative grammar approach to the teaching of second/foreign languages, language structures are not supposed to be taught in isolation but integrated to the four skills of language: listening, speaking, reading and writing. Try to always have your students practice a structure both orally and in written form. The students must understand a grammatical structure and be able to use it in a variety of situations spontaneously and not just learn the grammatical patterns at the utterance level.

The approach calls for a certain balance between pre-communicative and communicative activities: the first prepare the learner to handle the language rules for actual communication and the latter enable him to use the structures in real communication. The students must not only do drills and pre-communicative exercises in class, but they should also interact and communicate with other speakers, outside the classroom environment, where they would have a chance to use the patterns they are studying. If this is not possible, an alternative could be to plan the classes in a way so that the students use the structures naturally and not artificially, for example in dialogues and role play.

2.1 The Grammar Translation Method

The Grammar Translation Method is the oldest method of teaching in any country. It is as old as the international of English in the country. A number of methods and techniques have been evolved for the teaching of English and also other foreign languages in the recent past, yet this method is still in use in many part of Any country. It maintains the mother tongue of the learner as the reference particularly in the process of learning the second/foreign languages. The main principles on which the Grammar Translation Method is based are the following:

(i) Translation interprets the words and phrases of the foreign languages in the best possible manner.

(ii) The phraseology and the idiom of the target language can best be assimilated in the process of interpretation.

(iii) The structures of the foreign languages are best learnt when compared and contrast with those of mother tongue.

In this method, while teaching the text book the teacher translates every word, phrase from English into the mother tongue of learners. Further, students are required to translate sentences from their mother tongue into English. These exercises in translation are based on various items covering the grammar of the target language. The method emphasizes the study of grammar through deduction that is through the study of the rules of grammar. A contrastive study of the target language with the mother tongue gives an insight into the structure not only of the foreign language but also of the mother tongue.

<div align="center">Advantages:</div>

1. The phraseology of the target language is quickly explained. Translation is the easiest way of explaining meanings or words and phrases from one language into another. Any other method of explaining vocabulary items in the second language is found time consuming. A lot of time is wasted if the meanings of lexical items are explained through definitions and illustrations in the second language. Further, learners acquire some short of accuracy in understanding synonyms in the source language and the target language.

2. Teacher's labour is saved. Since the textbooks are taught through the medium of the mother tongue, the teacher may ask comprehension questions on the text taught in the mother tongue. Pupils will not have much difficulty in responding to questions on the mother tongue. So, the teacher can easily assess whether the students have learnt what he has taught them. Communication between the teacher and the learnersdoes not cause linguistic problems. Even teachers who are not fluent in English can teach English through this method. That is perhaps the reason why this method has been practiced so widely and has survived so long.

<div align="center">**Disadvantages**:</div>

1. It is an unnatural method. The natural order of learning a language is listening, speaking, reading and writing. That is the way how the child learns his mother tongue in natural surroundings. But in the Grammar Translation Method the

teaching of the second language starts with the teaching of reading. Thus, the learning process is reversed. This poses problems.

2. Speech is neglected. The Grammar Translation Method lays emphasis on reading and writing. It neglects speech. Thus, the students who are taught English through this method fail to express themselves adequately in spoken English. Even at the undergraduate stage they feel shy of communicating through English. It has been observed that in a class, which is taught English through this method, learners listen to the mother tongue more than that to the second/foreign language. Since language learning involves habit formation such students fail to acquire habit of speaking English. Thus, they have to pay a heavy price for being taught through this method.

3. Exact translation is not possible. Translation is, indeed, a difficult task and exact translation from one language to another is not always possible. A language is the result of various customs, traditions, and modes of behaviour of a speech community and these traditions differ from community to community. There are several lexical items in one language, which have no synonyms/equivalents in another language. For instance, the meaning of the English word 'table' does not fit in such expression as the 'table of contents', 'table of figures', 'multiplication table', 'time table' and 'table the resolution', etc. English prepositions are also difficult to translate. Consider sentences such as 'We see with our eyes', 'Bombay is far from Delhi', 'He died of cholera', He succeeded through hard work'. In these sentences 'with', 'from', 'of', 'through' can be translated into the Hindi preposition 'se' and vice versa. Each language has its own structure, idiom and usage, which do not have their exact counterparts in another language. Thus, translation should be considered an index of one's proficiency in a language.

4. It does not give pattern practice. A person can learn a language only when he internalizes its patterns to the extent that they form his habit. But the Grammar Translation Method does not provide any such practice to the learner of a language. It rather attempts to teach language through rules and not by use. Researchers in linguistics have proved that to speak any language, whether native or foreign entirely by rule is quite impossible. Language learning means acquiring certain skills, which

can be learnt through practice and not by just memorizing rules. The persons who have learnt a foreign or second language through this method find it difficult to give up the habit of first thinking in their mother tongue and than translating their ideas into the second language. They, therefore, fail to get proficiency in the second language approximating that in the first language. The method, therefore, suffers from certain weaknesses for which there is no remedy

Recommendation

In responding to student communication, teachers need to be careful not to focus on error correction to the detriment of communication and confidence building. Teachers need to let students know when they are making errors so that they can work on improving. Teachers also need to build students' confidence in their ability to use the language by focusing on the content of their communication rather than the grammatical form. Teachers can use error correction to support language acquisition, and avoid using it in ways that undermine students' desire to communicate in the language, by taking cues from context. When students are doing structured output activities that focus on development of new language skills, use error correction to guide them. When students are engaged in communicative activities, errors should be corrected only if they interfere with comprehensibility and be responded by using correct forms, but without stressing them.

The goal of grammar instruction is to enable students to carry out their communication purposes. This goal has three implications: Students need overt instruction that connects grammar points with larger communication contexts. Students do not need to master every aspect of each grammar point, only those that are relevant to the immediate communication task. Error correction is not always the instructor's first responsibility.

Which method works the best is up to the individual teacher, but one thing is certain: it is the English teacher's job to make sure this information is cleverly presented. Therefore grammar is one of those issues that do not have an easy solution. It is tricky and it is tough, kind of like all important things in life. It is not for the faint of heart or the creatively shallow.

Modern methods of teaching English grammar

Meaningful [planning](#)

Well in advance of teaching, teachers should collaborate and share their ideas for planning through a mind mapping process. Meaningful, creative activities must be planned for, ensuring that all staff members know exactly what the children will be learning and why.

Focused on strategies

The teaching of reading is not easy. As children's fluency in reading increases, it's hard to know what reading skills need to be taught, and when. Specific reading strategies are to be modeled explicitly to the class; this provides children with a holistic bank of skills to draw upon. This could include scanning a text, making an inference, predicting or creating a mental image. Our teachers use 'think aloud' statements to model to the children how these skills are used, and how they can help them become better readers. These strategies are then shared as a class, and then assessed in follow up guided reading activities.

Inspirational learning environment

The classroom environments should inspire adults and children alike. Not only is the children's work displayed creatively, but there is a range of learning prompts to inspire and support all pupils. The study suggests to encourage our children to discover new texts, genres and authors, so our reading areas are inviting, well resourced and highly organized. Pupils can choose from an exciting array of reading material: newspapers, classic texts, reference books as well as the children's own published stories are just some examples of what book corners might offer.

Drama to engage and inspire

The use of drama is a powerful tool. Taking the lead from our drama specialist, all teaching staff should use a range of techniques to promote the exploration of characters, situations and historical events. This process expands the pupils' imaginations, and provides them with the ideas they need to give their writing that extra spark and flair.

Rigorous teaching of spelling and phonics

In the infants, phonics is streamed, so all children can benefit from tailored teaching, making maximum progress as a result. All phonics and spelling activities should be fun, multi sensory and as physical possible, the aim being to meet all learning styles in the class. In the juniors, we must try to make homework lists as personalized to the child as possible to ensure that the spelling patterns stick in a meaningful way.

Grammar concepts taught creatively

Grammar cannot be taught as a standalone activity. Children begin to understand grammar concepts, and start to apply them in their own writing, when they start to read with a writer's mind. Punctuation rules and techniques should be drawn from shared texts; texts which the children have already been immersed in and have a good understanding of. Exploring these and embedding them creatively is how the learning takes place.

Self assessment

What child doesn't love marking somebody else's work? With a clear marking key, success criteria and purpose in mind, children set about assessing either their own, or a partner's piece of writing. Modeled through the teacher's own formative marking, pupils know what the expectations are. They are well trained in searching for successful examples of the learning intention, articulating their responses to the work, checking the writing matches any targets and giving constructive feedback. Seeing the children learn from each other in this way is hugely positive; the teacher can know that he has done his job well.

3.1 Vocabulary Knowledge in communication

There are various theoretical studies on exploring the types of vocabulary knowledge related to the familiarity with a word (Richards (1976); Nation (1990); Carter (1992), etc.) Richards (1976) made the first attempt to list the different types of knowledge that are necessary to fully know a word. He was more concerned with applicability to pedagogical practice than attempting to provide a systematic framework for describing or accounting the word knowledge (Meara, 1996). In the word knowledge list, there is no attempt to distinguish productive vocabulary from

receptive vocabulary. Elaborating on Richards' list, Nation developed a list of various types of vocabulary knowledge that one must possess both receptively and productively in order to have complete command of a word: 1. the spoken form of a word (R (receptive): What does the word sound like?/ P 15 (productive): How is the word pronounced?) 2. the written form of a word (R: What does the word look like?/P: How is the word written and spelled?) 3. the grammatical patterns of the word (R: In what patterns does the word occur?/ P: In what patterns must we use the word?) 4. thecollocational behavior of the word (R: what words or types of words can be expected before or after the word?/P: What words or types of words must we use with this word?) 5. how frequent the word is (R: How common is the word?/P: How often should the word be used?) 6. the appropriateness of a word (R: Where should we expect to meet this word/ P: Where can this word be used?) 7. the conceptual meaning of a word (R: What does the word mean?/ P: what word should be used to express this meaning?) 8. the associations a word has with other related words (R: What other words does this word make us think of? P: What other words could we use instead of this one?) (Nation,1990:31) Nation (2001) also states that knowledge of a word can be divided into knowledge concerning its form (spoken/written), its position (grammatical patterns/collocations), its function (frequency/appropriateness), and its meaning (concept/associations). Thus it is not the case that a word is either known or unknown. A word can be known in all sorts of degrees: from knowing that given form of an existing word to knowledge including all four aspects mentioned above. These degrees of word knowledge apply to native speakers as well as to second language acquisition learners. In addition to Richards and Nation, researchers have put forward their own way of categorizing word knowledge. Carter (1992) has defined the similar vocabulary knowledge categories such as pronunciation, spelling, grammatical properties, 11 syntactical features, collocations, associations and senses, etc. Laufer (1997) categorizes word knowledge as the form, the word structure, the syntactic pattern of the word in a phrase or a sentence, meaning, common collocations, and the lexical relations of the word with other words, such as synonym, antonym, and hyponym, and finally common collocations. Although many researchers have classified vocabulary

knowledge in different ways, there is a consensus among them that vocabulary knowledge is a complex system which consists of several types of vocabulary knowledge besides meaning and form. Any research that tends to explore vocabulary acquisition should regard it as its task to study the different types of word knowledge, and most importantly, to explore the links and interrelationships between the different types of word knowledge (Schmmit and Meara, 1997:17-36).

The Importance of Vocabulary Teaching and Learning Vocabulary plays an essential role in expressing ideas and thoughts. The well-known British linguist, Wilkins (1976) says people could describe few things without grammar, but they could express nothing without vocabulary. Widdowson(1987) thinks that native English speakers can understand language material with correct vocabulary but not so proper in grammar rules rather than those with correct grammar rules but not so proper in vocabulary use. Lord mentions that 'vocabulary is by far the most sizable and unmanageable component in the learning of any language, whether for a foreign or one's mother tongue because of thousands of different meanings' (Lord, 1993:83). Lewis(1992) holds the idea that vocabulary acquisition is the main task of second language acquisition and the language skills as listening, speaking, reading, writing and translating all can not go without vocabulary. Vocabulary teaching has been developing greatly since 1980s. Several experts and linguists began to pay attention to vocabulary teaching during that period. For 12 example, in the 1980s Terrel proposed the Natural Approach which emphasizes comprehensible and meaning input rather than grammatically correct production. In 1983, Allen mentions the presentation and exemplification of practical techniques in the teaching of vocabulary. Later, in 1985, Ruth Gairns and Stuart Redman state the principles of vocabulary teaching. In 1997 Sokmen discusses the current trends in teaching second language vocabulary. He points out that current research would suggest that it is worthwhile to add explicit vocabulary to the usual inferring activities in the for language classroom.

Questions;
1. What is communicative grammar teaching?
2. Why is grammar and vocabulary important in communication?

3. Why is it important for EFL teachers to teach grammar communicatively?

4. What is difference between grammar and vocabulary?

5. Why is vocabulary important in communication?

Session 1. 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

1. 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?

2. 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.

## 3. 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"
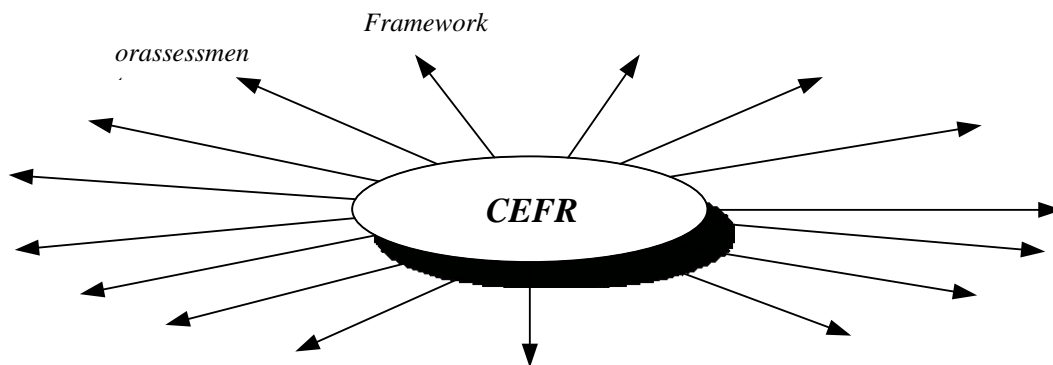
Actvity B.

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
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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 2. 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
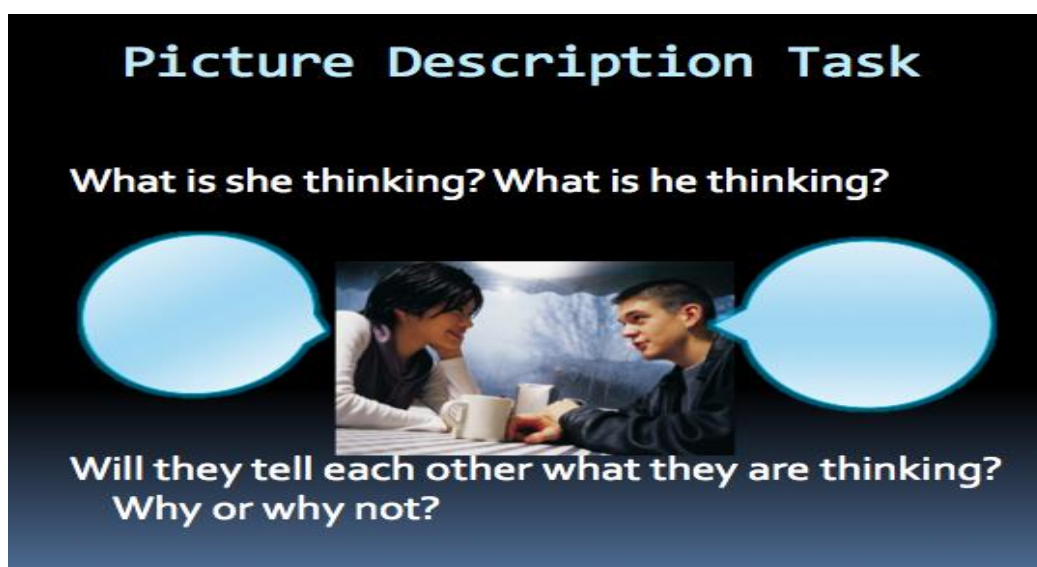
Handout 1

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.

Session 3: Pragmatic competence

Activities

Activity A.

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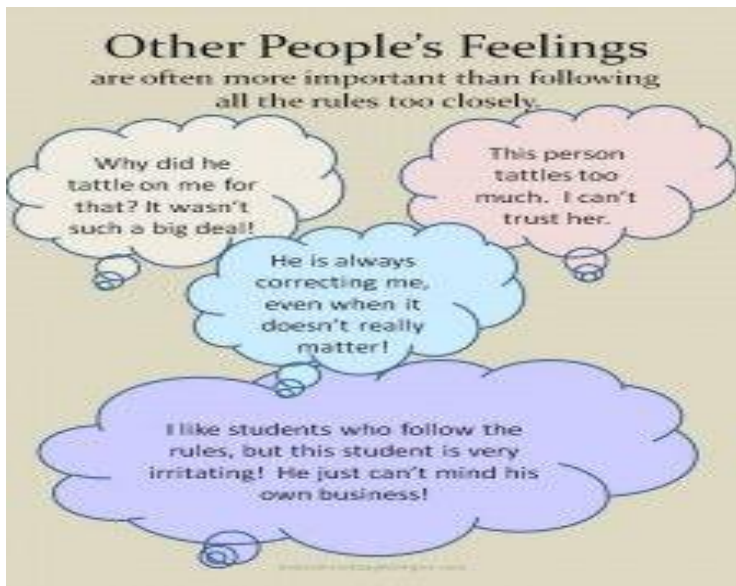
Activity B.

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.)

GIVE OTHERS A CHANCE TO TALK.

THINK. THEN ADD YOUR THOUGHTS.

DISAGREE IN A POLITE WAY.

QUESTION.

Activity D. Learn the followings.

Essential Social Skills

☐ Following Directions
☐ Asking for help
☐ Listening
☐ Apologizing
☐ Staying on task
☐ Waiting your turn
☐ Minding your own business
☐ Asking for what you want/need
☐ Answering questions
☐ Asking questions for which you need the answers
☐ Accepting "no" for an answer
☐ Working with others
☐ Asking permission
☐ Disagreeing appropriately
☐ Giving constructive criticism
☐ Asking for help
☐ Resisting peer pressure
☐ Completing an undesirable task
☐ Getting attention appropriately
☐ Accepting criticism/consequences

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: 4. 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 5. 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

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. GLOSSARIY

Tushunchalar	Ularning sharhi
Communicative competence	is a term in linguistics which refers to a language user's grammatical knowledge of syntax, morphology, phonology and the like, as well as social knowledge about how and when to use utterances appropriately
Grammatical competence	is to recognize lexical, morphological, syntactical, and phonological features of a language and to use these features effectively to interpret, encode, and decode words and sentences.
Sociolinguistic competence	is the ability to communicate appropriately by using the right words, expressions, and attitude towards a specific topic, setting, and relationship.is how well a person speaks and is understood in various social contexts
Discourse competence	is the knowledge of how to produce and comprehend oral or written texts in the modes of speaking/writing and listening/reading respectively.
Strategic competence	is the knowledge of how to use one's language to communicate intended meaning. Foreign language students may develop competence in each of these three areas at different rates, but all are important in developing communicative competence.
Communicative Language Teaching:	Communicative language teaching (CLT) is an approach to foreign or second language learning which emphasizes that the goal of language learning is communicative competence.
Competence learning model:	Especially when we take specialized courses, learning seems to take place in four stages. We begin with unconscious incompetence: we do not know how much we do not know.
Comprehensible input:	Language that is understandable to learners
Content words:	Words that carry meaning; usually nouns, verbs and sometimes adjectives and adverbs.
Context clues:	used when guessing word meanings; clues that provide students with meaning or comprehension

	based on the environment in which a word is found.
Contrastive analysis:	Comparing two languages to predict where learning will be facilitated and hindered.
Controlled practice:	Practice of language forms in a way that is controlled by the teacher.
Creative construction hypothesis:	Hypothesis in language acquisition which states that learners gradually develop their own rule systems for language
Deductive teaching:	Also known as deduction, from the verb "to deduce"; a teaching technique in which the teacher presents language rules and the students then practice those rules in activities. Deductive teaching is usually based on grammar-based methodology and proceeds from generalizations about the language to specifics. (See "Inductive teaching".)
Delayed copying:	The teacher writes a short familiar sentence on the board, gives students time to look at it, erases it, and then they see if they can write it.
Descriptive grammar:	Grammar that is described in terms of what people actually say or write, rather than what grammar books say tho grammar of the language should be. See "prescriptive grammar".
Diagnostic test:	A test to diagnose or discover what language students know and what they need to develop to improve their language abilities; may be used before a course of study and combined with placement test.
Dictation:	technique in which the teacher reads a short passage out loud and students write down what the teacher reads; the teacher reads phrases slowly, giving students time to write what they hear; the technique is used for practice as well as testing.
Facilitator:	A concept related to a teacher's approach to interaction with students. Particularly in communicative classrooms, teachers tend to work in partnership with students to develop their language skills. A teacher who is a facilitator tends to be more student-centred and less dominant in the classroom than in other approaches. The facilitator may also take the role of mentor or coach rather than director.

Feedback:	Reporting back or giving information back, usually to the teacher; feedback can be verbal, written or nonverbal in the form of facial expressions, gestures, behaviours; teachers can use feedback to discover whether a student understands, is learning, and likes an activity.
Fluency:	Natural, normal, native-like speech characterized by appropriate pauses, intonation, stress, register, word choice, interjections and interruptions
Form-focused instruction:	The teaching of specific language content (lexis, structure, phonology). See "language content".
Free practice:	Practice activities that involve progressively less control by the teacher.
Function words:	form words, empty words, structure or structural words and grammar words; these words connect content words grammatically; function words have little or no meaning by themselves. Examples include articles, prepositions and conjunctions
Functional syllabus:	Syllabus based on communicative acts such as making introductions, making requests, expressing opinions, requesting information, refusing, apologising, giving advice, persuading; this type of syllabus is often used in communicative language teaching.
Gesture:	A facial or body movement that communicates meaning; examples include a smile, a frown, a shrug, a shake or no of the head. Gestures often accompany verbal communication.
Grammar:	See "descriptive grammar" and "prescriptive grammar". Also, see "communicative competence".
. **Graded reader**:	Reading material that has been simplified for language students. The readers are usually graded according to difficulty of grammar, vocabulary, or amount of information presented.
. **Grammar translation**:	A method of language teaching characterized by translation and the study of grammar rules. Involves presentation of grammatical rules, vocabulary lists, and translation. Emphasizes reading rather than

	communicative competence
Grammatical syllabus:	A syllabus based on the grammar or structure of a language; often part of the grammar translation method.
Interlanguage –	The language a learner uses before mastering the foreign language; it may contain features of the first language and the target language as well as non-standard features
Interlocutor: –	In a conversation, this refers to the person you are speaking to.
Language content: –	Language has three components, which are commonly taught as language items.
49. Motivation paradox: –	Students' main motivators are factors the teacher has little control over (integrated versus instrumental motivation, which heavily influence time on task), yet motivation is critical to learning.
Metalanguage: Language used to describe, analyse or explain another language. Metalanguage includes, for example, grammatical terms and the rules of syntax. The term is sometimes used to mean the language used in class to give instructions, explain things, etc. – in essence, to refer to all teacher talk that does not specifically include the "target language".–	Language used to describe, analyse or explain another language. Metalanguage includes, for example, grammatical terms and the rules of syntax. The term is sometimes used to mean the language used in class to give instructions, explain things, etc. – in essence, to refer to all teacher talk that does not specifically include the "target language".
Rapport:.	: Relationship, usually a harmonious one, established within a classroom between teacher and students and among students.
Recycling or spiralling:	Sometimes called the cyclical approach; the purpose is to repeat language items throughout the syllabus; each time a language item is encountered more detail about it is added; this allows students to build on prior knowledge.
Needs assessment:	Measurement of what students need in order to learn language and achieve their language learning goals; also may include consideration of the school syllabus

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