Communicative Competence A Functional Pragmatic Approach To Language Therapy

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

This volume explores English Studies from the perspective of linguistics and applied linguistics. By examining developments within their selected topics, the authors of these 18 chapters provide a broad overview of English Studies as related to their specific points of interest. Topics range from the well-established, such as negation, grammaticalization, and the role of culture in learning English, to those that are currently being revisited or are considered relatively new, such as corpus analysis, English as a lingua franca, and third language acquisition. The chapters reflect a modern approach to linguistic and applied linguistic phenomena, including diachronic and synchronic perspectives, as well as quantitative and qualitative research paradigms. English Studies as practiced at the English Department in Zagreb during the last 80 years, the anniversary of which instigated the invitation of contributions for this collection, are presented here as a vibrant field, characterized by dynamics and complexities that introduce novel ideas, and help us embrace emerging aspects of more established concepts.

This handbook provides a comprehensive and up-to-date survey of a wide range of developmental and clinical issues in pragmatics. Principally, the contributions to this volume deal with pragmatic competence in a native language, in a second or foreign language, and in a selection of language disorders. The topics which are covered explore questions of production and comprehension on the utterance and discourse level. Topics addressed concern the acquisition and learning, teaching and testing, assessment and treatment of various aspects of pragmatic ability, knowledge and use. These include, for example, the acquisition and development of speech acts, implicatures, irony, story-telling and interactional competence. Phenomena such as pragmatic awareness and pragmatic transfer are also addressed. The disorders considered include clinical conditions pertaining to children and to adults. Specifically, these are, among others, autism spectrum disorders, Down syndrome, and Alzheimer's disease.

"Linguistics for TESOL tackles the common problem that TESOL/TEFL/AL students have
rarely been previously taught much about language itself. Presenting contemporary issues about language and English in a straightforward, balanced way with a light touch, the author's teacher personality comes across engagingly. It provides useful training exercises linking practically to the classroom. I would certainly use it with my classes." --Vivian Cook, Newcastle University, UK “This engaging book brings a practitioner’s viewpoint to bear on those issues in applied linguistics that impact on the teaching of English. The author effectively bridges the theory-practice divide, making an accessible introductory text for teachers entering the field, or, for more experienced teachers, an effective means of deepening their professional knowledge base." --Scott Thornbury, The New School, USA This textbook proposes a theoretical approach to linguistics in relation to teaching English. Combining research with practical classroom strategies and activities, it aims to satisfy the needs of new and experienced TESOL practitioners, helping them to understand the features of the English language and how those features impact on students in the classroom. The author provides a toolkit of strategies and practical teaching ideas to inspire and support practitioners in the classroom, encouraging reflection through regular stop-and-think tasks, so that practitioners have the opportunity to deepen their understanding and relate it to their own experience and practice. This book will appeal to students and practitioners in the fields of applied linguistics, TESOL, EAL, English language and linguistics, EAP, and business English. Hannah Valenzuela is Senior Lecturer at the University of Derby, UK where she leads the TESOL pathway of the BA (Hons) Education Studies programme. She has been a languages teaching professional for over twenty years. After many years living and working abroad as an English language teacher and teacher trainer, she returned to the UK and spent eight years teaching Spanish and French. She has carried out research into evidence-based languages teaching methodology, and is currently researching EAL provision and policy in secondary education. This book describes second language learners? development of pragmatic competence - the appropriate language use in a social context. It reveals patterns of development across different aspects of pragmatic abilities measured over one year and presents rich descriptions of participants? experiences and the individual characteristics that shaped their developmental trajectories. Functional Grammar (FG) as set out by Simon Dik is the ambitious combination of a functionalist approach to the study of language with a consistent formalization of the underlying structures which it recognizes as relevant. The present volume represents the attempts made within the FG framework to expand the theory so as to cover a wider empirical domain than is usual for highly formalized linguistic theories, namely that of written and spoken discourse, while retaining its methodological precision. The book covers an array of phenomena, both from monologue and from dialogue material, relating to discourse structure, speaker aims and goals, action theory, the flow of information, illocutionary force, modality, etc. The central question underlying most of the contributions concerns the relation between, and the division of labour between the existing grammatical module of FG on the one hand, and a discourse or pragmatic module capable of handling such discourse phenomena on the other. What emerges are new proposals for the formal treatment of for instance illocutionary force and the informational status of constituents. Many of the data discussed are from 'real' language rather than being invented, and samples from various languages other than English (Spanish, Polish, Latin, French) are examined and used as illustrations of the theoretical problem to be solved. Readership: theoretical linguists and discourse and conversation analysts Evaluating Communicative CompetenceA Functional Pragmatic ProcedureCommunicative CompetenceA Functional-pragmatic Approach to Language TherapyCommunicative CompetenceA Functional-Pragmatic Language ProgramGeorge BrazillerEvaluating Communicative CompetenceA Language Sampling Procedure : Instructional Manual & Stimulus MaterialsPragmatic CompetenceWalter de Gruyter
This volume focuses on multimodality in various communicative settings, with special attention to how non-verbal elements reinforce and add meaning to verbal expressions. The first part of the book explores issues related to the use of multimodal resources in educational interactions and English language classroom teaching, also involving learners with disabilities. The second part, on the other hand, investigates multimodality as a key component of communication that takes place in different specialized domains and genres. The book reflects a variety of methodological approaches that are grounded in both quantitative and qualitative techniques. These include multimodal discourse analysis, multimodal transcription, and multimodal annotation software capable of representing the interplay of different semiotic modes, such as speech, intonation, direction of gaze, facial expressions, gestures and spatial positioning of interlocutors. The research collected here highlights the increasingly important role of multimodality in communication across different genres and communicative contexts, and offers new perspectives on how to exploit multimodal resources to enhance the learning of English for both general and specific purposes.

This monograph presents the result of the authors’ scientific research on the development of cognitive discursive approach to issues of intercultural professional and business communication (IPBC) and the study of the language of professional communication, the links binding the language with non-linguistic and extralinguistic realia in the framework of cognitive linguistics, as well as oral and written communication in intercultural professional business discourse. The authors proceed from the assumption that IPBC can only reach maximum efficiency provided that its participants assimilate its inherent norms and rules and are able to skillfully implement these norms and rules to verbalise their cognitive activity in the sphere of professional business interaction. Topics covered include: analysis of the theory of business communication, of codified and uncodified vocabulary, theory of euphemy, and euphemisms used in intercultural professional and business communication.

In linguistic terms pragmatics covers the whole area of language use and communication in action. It includes the way in which language, gestures and other signals used in everyday situations are applied to patients suffering with impaired communication.

This volume gives an overview of the practical impact of and theoretical debate surrounding the CEFR.

English in Europe is not one but many, and substantial differences in the way people from different countries communicate using it may cause misunderstandings. This book shows that, through research into the pragmatic behaviour of non-native speakers of English from across Europe, it is possible to uncover the core-the shared strategies. This common pragmatic linguistic behaviour is proposed as the basis for a reference guide for those who wish to successfully communicate in English in Europe. The study reported on in this
book is based on the analysis of the speech act of apologizing as realized by 466 respondents from 8 European countries, all proficient users of English involved in teacher-training programmes. The results provide a basis for practical teaching and in-class research.

The book focuses on investigating pragmatic learning, teaching and testing in foreign language contexts. The volume brings together research that investigates these three areas in different formal language learning settings. The number and variety of languages involved both as the first language (e.g. English, Finnish, Iranian, Spanish, Japanese) as well as the target foreign language (e.g. English, French, German, Indonesian, Korean, Spanish) makes the volume specially attractive for language educators in different sociocultural foreign language contexts. Additionally, the different approaches adopted by the researchers participating in this volume, such as information processing, sociocultural, language socialization, computer-mediated or conversation analysis should be of interest to graduate students and researchers working in the area of second language acquisition.

The Routledge Handbook of Second Language Acquisition and Pragmatics is a comprehensive critical survey of the field of L2 pragmatics, collecting a number of chapters that highlight the key theories, methods, pedagogies, and research findings throughout its development over the last four decades. Demonstrating the ways in which pragmatics has long served as a lens through which to examine patterns of L2 development, the volume is divided into six parts which reflect the field’s structure and evolution: Constructs and units of analysis • Theoretical approaches • Methodological approaches • Pedagogical approaches • Contexts and individual considerations • L2 pragmatics in the global era

The handbook has a particular focus on covering not only traditional topics in the field, such as constructs of pragmatic competence (e.g., speech acts, implicature), teaching and assessment, and pragmatics learning in a study abroad program, but also emerging areas of study, including interactional pragmatics, intercultural pragmatics, usage-based approaches, corpus linguistics, and psycholinguistic experimentation. Each chapter introduces the topic and follows with a description of its theoretical underpinnings, an overview of existing literature, appraisal of current practice, concluding with a discussion of future directions for research and key readings. The Routledge Handbook of Second Language Acquisition and Pragmatics is an essential resource for those with an interest in second language acquisition, pragmatics, and language teaching.

The Longitudinal investigation which provides the basic material for this book consists of a corpus of requests, offers and refusals of offers elicited from Irish learners of German over a ten-month study abroad period using production questionnaires and a variety of metapragmatic instruments.

Its formative assessment approach gives the teacher additional detailed information about students’ performance, which, in turn, should guide the type of instruction designed and implemented, ultimately leading to higher performance on summative outcome measures. Additionally, detailed information is provided on subject area CBA construction, the creation and implementation of a district-wide CBA system for response-to-intervention, and how to use IDEA’S response-to-intervention in student evaluation."--BOOK JACKET.

This book constitutes a clear, comprehensive, up-to-date introduction to the basic principles of psychological and educational assessment that underlie effective clinical decisions about childhood language disorders. Rebecca McCauley describes specific commonly used tools, as
well as general approaches ranging from traditional standardized norm-referenced testing to more recent ones, such as dynamic and qualitative assessment. Highlighting special considerations in testing and expected patterns of performance, she reviews the challenges presented by children with a variety of problems—specific language impairment, hearing loss, mental retardation, and autism spectrum disorders. Three extended case examples illustrate her discussion of each of these target groups. Her overarching theme is the crucial role of well-formed questions as fundamental guides to decision making, independent of approach. Each chapter features lists of key concepts and terms, study questions, and recommended readings. Tables throughout offer succinct summaries and aids to memory. Students, their instructors, and speech-language pathologists continuing their professional education will all welcome this invaluable new resource. Distinctive features include: A comprehensive consideration of both psychometric and descriptive approaches to the characterization of children's language A detailed discussion of background issues important in the language assessment of the major groups of children with language impairment Timely information on assessment of change—a topic frequently not covered in other texts Extensive guidance on how to evaluate individual norm-referenced measures for adoption An extensive appendix listing about 50 measures used to assess language in children A test review guide that can be reproduced for use by readers.

Pragmatics Pedagogy in English as an International Language aims to bring to light L2 pragmatics instruction and assessment in relation to English as an International Language (EIL). The chapters in this book deal with a range of pedagogically related topics, including the historical interface between L2 pragmatics and EIL, reconceptualization of pragmatic competence in EIL, intercultural dimension of pragmatics pedagogy in EIL, teacher pragmatic awareness of instruction in the context of EIL, pragmatics of politeness in EIL, pragmatic teaching materials for EIL pedagogy, teachers' and scholars' perceptions of pragmatics pedagogy in EIL, assessment and assessment criteria in EIL-aware pragmatics, and methods for research into pragmatics in EIL. This book is different from other books about both EIL pedagogy and pragmatics pedagogy. Exploring the interface between different dimensions of pragmatics pedagogy and EIL, it suggests instructional and assessment tasks for EIL-aware pragmatics pedagogy and directions for research on EIL-based pragmatics pedagogy. Pragmatics Pedagogy in English as an International Language will be useful for a range of readers who have an interest in the pragmatics instruction and assessment of EIL as well as those whose main area of specialization is EIL but would like to know how EIL, with its rich conceptual and empirical background, can go beyond linguistic instruction to embrace the instruction of pragmatic competence.

As an annual event, 1st Bukittinggi International Conference on Education (BICED) 2019 continued the agenda to bring together researcher, academics, experts and professionals in examining selected theme by applying multidisciplinary approaches. In 2019, IAIN Bukittinggi successfully held this event for the first time in 17-18 October at Institut Agama Islam Negeri (IAIN) Bukittinggi, West Sumatera, Indonesia. There were 64 papers presented during 2 days at the conference from any kind of stakeholders related with Education, Information Technology, and Mathemathics. Each contributed paper was refereed before being accepted for publication. The double-blind peer reviewed was used in the paper selection. From all papers submitted, there were 38 papers were accepted successfully for publication based on their area of interest, relevance, research by applying multidisciplinary.

Speech Act Theory: A Univen Study was undertaken to investigate the pragmatic value of the utterances of selected students at the University of Venda, South Africa. Utterances of second-language users of a language reflect the wealth of their language experiences and hence caution has to be exercised when conducting an investigation into such utterances. It is within this background that this investigation was conducted into the meaning-creation strategies and
abilities of the participants in this study. The very idiosyncratic utterances investigated demonstrated vividly the multi-dimensional thought process exploited by the creators of these samples. Also demonstrated by the analyses is the nature of communication and the amount of linguistic interaction necessary for interlocutors to create meaning.

Over the last forty years, the functionalist approach to linguistic description and explanation has given rise to several major schools of thought that share two crucial assumptions: (i) form is not independent of meaning/function or language use; and (ii) linguistic description and explanation need to take into account the communicative function of language. This volume offers readers interested in functional linguistics a selected sample of studies that jointly prove the efficacy of the analytical tools and procedures broadly accepted within the functionalist tradition in order to investigate language and discourse, with special focus on key pragmatic/discourse notions such as contextualization, grammaticalisation, reference, politeness, (in-)directness, discourse markers, speech acts, subjective evaluation and sentiment analysis in texts, among others. In addition, this volume offers specific corpus-based techniques for the objective contextualisation of linguistic data, which is crucial given the central role allotted to context in both functional linguistics and pragmatics/discourse analysis.

Handbook of Interpersonal Competence Research offers a vital desk reference to anyone doing research on social skills and interaction. Interpersonal competence, defined broadly, refers to the quality or skillfulness of social interaction. The reference manual provides a complete and comprehensive bibliography on this subject, with over 1,600 entries, in addition to a review of over 80 measures directly related to the study of competence. The Handbook covers more measures, more constellation measures, and provides a far more detailed bibliography than any source available to date. No other work on this subject approaches the level of breadth and depth of both published and unpublished background sources. Handbook of Interpersonal Competence Research will be valuable to clinicians, consulting psychologists, organizational consultants, researchers, and students interested in the assessment of social skills.

Functional Grammar (FG) as set out by Simon Dik is the ambitious combination of a functionalist approach to the study of language with a consistent formalization of the underlying structures which it recognizes as relevant. The present volume represents the attempts made within the FG framework to expand the theory so as to cover a wider empirical domain than is usual for highly formalized linguistic theories, namely that of written and spoken discourse, while retaining its methodological precision. The book covers an array of phenomena, both from monologue and from dialogue material, relating to discourse structure, speaker aims and goals, action theory, the flow of information, illocutionary force, modality, etc. The central question underlying most of the contributions concerns the relation between, and the division of labour between the existing grammatical module of FG on the one hand, and a
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This volume provides an up-to-date and comprehensive coverage of second language learning. The focus throughout the book is primarily on language learning, but each chapter also discusses the implications for teaching and assessment, thus informing both understanding and practice. The book contains nine sections, which aim to organise and reflect different dimensions of the diverse and complex scope of learning English as a second or additional language. Four themes which permeate the chapters are: learning and learners; learning and language; learning and language development; learning and learning context. The 36 chapters are up-to-date and authoritative, written by experts in the field. The content is accessibly written, with questions for discussion and follow-up reading suggestions provided.

This Handbook, with 45 chapters written by the world’s leading scholars in second language acquisition (SLA) and language testing, dives into the important interface between SLA and language testing: shared ground where researchers seek to measure second language performance to better understand how people learn their second languages. The Handbook also reviews how to best measure and evaluate the second language (L2) learners’ personal characteristics, backgrounds, and learning contexts to better understand their L2 learning trajectories. Taking a transdisciplinary approach to research, the book builds upon recent theorizing and measurement principles from the fields of applied linguistics, cognitive science, psychology, psycholinguistics, psychometrics, educational measurement, and social psychology. The Handbook is divided into six key sections: (1) Assessment concepts for SLA researchers, (2) Building instruments for SLA research, (3) Measuring individual differences, (4) Measuring language development, (5) Testing specific populations, and (6) Measurement principles for SLA researchers.

Societal views on the human rights of persons with disabilities have significantly changed over the last four decades. However, while achieving equality, autonomy, nondiscrimination, participation, and inclusion should be a priority, abuses and violations of rights often occur in the most immediate environments of people with intellectual disability. This book is intended to provide greater visibility to people with intellectual disability, as full subjects of rights and improve their quality of life from a perspective of human rights, citizenship, and contextual analysis. We discuss the role of context, the provision of inclusive environments, and the improved health status at promoting quality of life-related personal outcomes and enhancing quality of life and equality for people with intellectual
disability.

El presente libro es el segundo de una serie de tres volúmenes que aborda los aspectos más importantes en la didáctica del Inglés como Lengua extranjera para los estudiantes de educación secundaria. Los ocho capítulos de este libro exploran diferentes aspectos de la práctica en el aula: la implementación del currículo; la elección de los materiales de clase; la enseñanza de la gramática, la pronunciación y el vocabulario; el desarrollo de las habilidades instrumentales (listening, speaking, reading y writing); el uso y el aprovechamiento más adecuado de la alfabetización digital; y la gestión eficaz del aula. Cada capítulo incluye tareas para consolidar la información, así como actividades de evaluación más exhaustivas.

This book is Volume II in a three volume series addressing the main issues concerning the teaching of English as a Foreign language to secondary school pupils. The eight chapters in this book address different aspects of classroom practice, including implementing a curriculum; choosing classroom materials; working with vocabulary, grammar and pronunciation; developing instrumental skills (listening, speaking, reading and writing); using and exploiting digital literacy and effective classroom management. Each chapter includes tasks for consolidating the information and more extensive assessment tasks.


Many teachers of students with mild disabilities experience difficulty writing IEPs, and they lack a foundation in the regular education curriculum of academic skills and sequences associated with each grade level. This book was designed to provide this foundation. Presented in the form of scope and sequence charts that can be used as objectives for the State Frameworks (goals and benchmarks), this resource assists in preparing IEPs, including the new process of identification of children with disabilities through their responses to intervention (RTI). An additional focus is on the impact of federal laws (IDEA and NCLB) on the curriculum and assessment in schools today. The book has been reorganized into ten chapters, including: historical perspectives; early childhood special education curricula; oral expression curricula; reading and listening curricula; written expression curricula; mathematics curricula; educational technology curricula K-12; social and self competence curricula; science curricula; and evaluation reports/case studies (Appendix). The scope and sequence charts were modified to include current national education standards and benchmarks and the skills in each of the academic areas that require annual state assessment. These charts will assist teachers in modifying the general education curriculum for students with mild disabilities and to write complete Individual Education Programs, using age-appropriate and developmentally appropriate teaching and assessment materials. Chapter summaries, included for review purposes, also serve as selective and motivational reading. With special education teachers in short supply and the demands on their time so great, this book will provide a valuable resource for cutting the clutter and moving to the heart of the teaching process: determining what skills students need to move effectively to the next level.
Published in the year 1983, The Transition From Prelinguistic To Linguistic Communication is a valuable contribution to the field of Developmental Psychology. This volume presents 16 essays by friends and colleagues celebrating Gisela Hermann-Brennecke's 60th birthday. Since the early 1970s, when she emerged as one of the outstanding German specialists in language acquisition and language teaching, she has been active in research and teaching at various German universities and abroad. The wide range of Gisela Hermann-Brennecke's research interests and publications - transcending boundaries - is mirrored in the diversity of the contributions in this volume: language learning and language policy - studies in English, American, and Postcolonial literatures and cultures - creative writing.

The book outlines a framework for teaching second language pragmatics grounded in Vygotskian sociocultural psychology. The framework focuses on the appropriation of sociopragmatic concepts as psychological tools that mediate pragmalinguistic choices. Using multiple sources of metalinguistic and performance data collected during a six-week pedagogical enrichment program involving one-on-one tutoring sessions, the volume explores both theoretical and practical issues relevant to teaching second language pragmatics from a Vygotskian perspective. The book represents an important contribution to second language instructional pragmatics research as well as to second language sociocultural psychology scholarship. It will be of interest to all those researching in this field and to language teachers who will find the pedagogical recommendations useful.

The selected contributions in this volume bring together applications of pragmatics in speech and language pathology, as well as discussions of the applicability of different theoretical strands of the study of human linguistic interaction and its cognitive bases to the field of communication disorders. The authors address practical issues in the classification, assessment and treatment of pragmatic disorders both in developmental and acquired contexts. Further major concerns are the theoretical foundations of clinical pragmatics (such as linguistic pragmatics, functional approaches to language analysis, and cognitive science), and the development of clinical pragmatics.

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