

TEACHING LANGUAGE AS COMMUNICATION AMONG PEOPLE



جامعة ساوة

كلية التربية

قسم اللغة الانكليزية

المرحلة

رقم المحاضرة 9

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Second Edition

Teaching English *as a* Foreign *or* Second Language

*A Self-Development and
Methodology Guide*

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MICHIGAN TEACHER TRAINING

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Q\What Is the Main Goal of a Communicative Classroom?

The primary goal of a communicative classroom is student development of communicative competence in English. At a basic level, this includes development of students' ability to comprehend and produce written and spoken English in communicatively proficient and accurate ways.



Communicative competence has four interrelated components—grammatical, discourse, socio-cultural, and strategic competency.

I-Grammatical competency means to be able to recognize sentence level grammatical forms, including lexical items (vocabulary/words), morphological items (smallest units of meaning, such as re-meaning again in remind), syntactic features (word order), and phonological features (consonant and vowel sounds, intonation patterns, and other aspects of the sound system).

Q\Define Grammatical competency



2-Communicative competence also includes discourse competency, or the ability to interconnect a series of utterances (written or spoken) to form a meaningful text (letter, e-mail, essay, telephone conversation, formal speech, or joke). This includes being able to use both top-down (knowledge based on experience and context) and bottom-up (knowledge of grammatical forms) processing.

Q\Define Communicative competence



According to Sandra Savignon discourse competency also includes text coherence and cohesion. She defines coherence as “the relation of all sentences or utterances in a text to a single global proposition (or topic).

3-Socio-cultural competency, which is the ability to use English in social contexts in culturally appropriate ways.

Q\Define **Socio-cultural competency**

Q\How do **Sandra define** coherence and cohesion ?



Strategic competency, or the ability to cope with-4 breakdowns in communication, to problem-solve in unfamiliar contexts when communication fails, and to draw on strategies that help restore communication. Examples of such strategies include knowing how to explain directions by drawing a map, knowing how to ask someone to repeat what she said in different words, paraphrasing to check understanding, and being able to guess the meaning of words (in print or speech) from .the context

Q\Define **Strategic competency**



Q\ Mention the Strategies of competency

These are the Strategies:

- B) Knowing how to explain directions by drawing a map.
- C) Knowing how to ask someone to repeat what she or he said in different words.
- D) Paraphrasing to check understanding.
- E) Being able to guess the meaning of words (in print or speech) from the context



Knowing how to recognize and repair communication breakdowns, how to work around gaps in one's knowledge of the language, and how to learn more about the language and in the context. Strategic competence asks: How do I know when I've misunderstood or when someone has misunderstood me? What do I say then? How can I express my ideas if I don't know the name of something or the right verb form to use?

MCQ QUESTIONS ON COMMUNICATIVE COMPÉTENCE

Q1: What is the main goal of a communicative classroom?

- A. To memorize grammar rules
- B. To develop communicative competence in English
- C. To translate texts from English to Arabic
- D. To focus only on pronunciation

Answer: B



Q2: Grammatical competence refers to the ability to:

- A. Communicate appropriately in different social contexts
- B. Understand and use sentence-level forms and structures
- C. Repair communication breakdowns
- D. Produce long texts

Answer: B



Q: Discourse competence focuses on:

- A. Linking sentences to form meaningful text
- B. Knowing the meaning of every word in the dictionary
- C. Pronouncing sounds perfectly
- D. Memorizing vocabulary lists

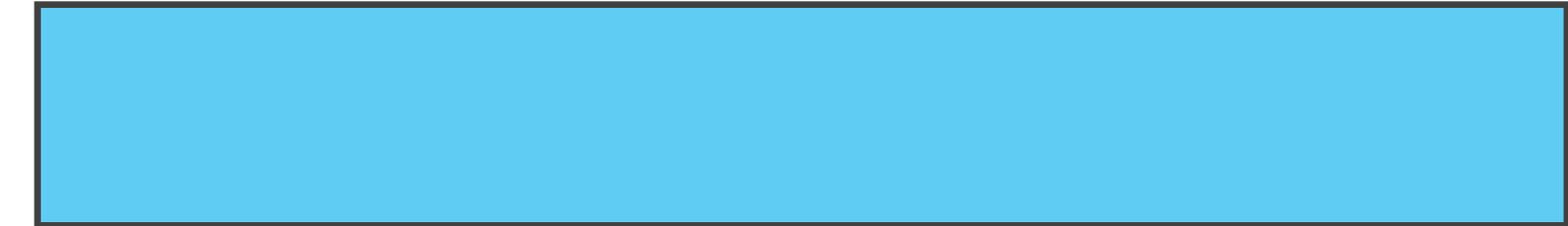
Answer: A



Q5: According to Sandra Savignon, discourse competence includes:

- A. Only correct grammar
- B. Text coherence and cohesion
- C. Memorizing vocabulary
- D. Writing poetry

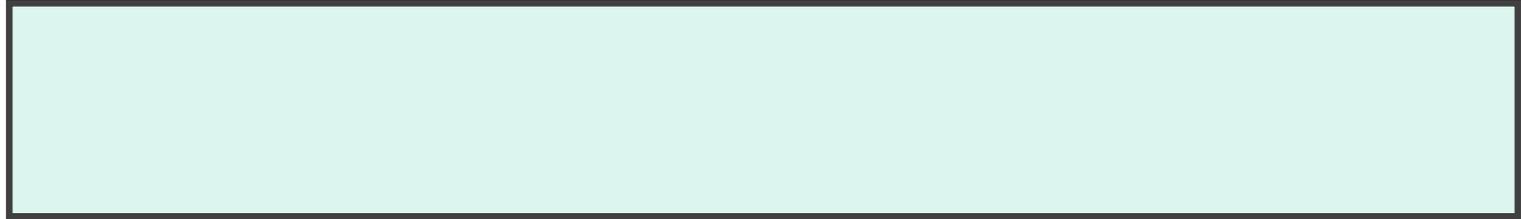
Answer: B



Q6: Using English appropriately in different cultural and social situations refers to:

- A. Grammatical competence
- B. Strategic competence
- C. Socio-cultural competence
- D. Discourse competence

Answer: C



Q7: Strategic competence involves:

- A. Understanding only written texts
- B. Repairing communication breakdowns and using strategies to continue communication
- C. Always speaking without making mistakes
- D. Reading aloud fluently

Answer: B



Q8: “Knowing how to ask someone to repeat what they said in different words” is an example of:

- A. Grammatical competence
- B. Socio-cultural competence
- C. Strategic competence
- D. Discourse competence

Answer: C



Q9: “Being able to guess the meaning of unknown words from context” is an example of:

- A. Strategic competence
- B. Grammatical competence
- C. Discourse competence
- D. Socio-cultural competence

Answer: A



Q10: “Knowing how to explain directions by drawing a map” is an example of:

- A. Discourse competence
- B. Grammatical competence
- C. Strategic competence
- D. Socio-cultural competence

Answer: C