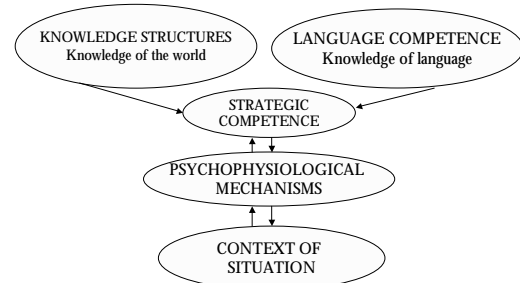


Bachman's Model of Communicative Language Ability

Part I: Organizational Competence

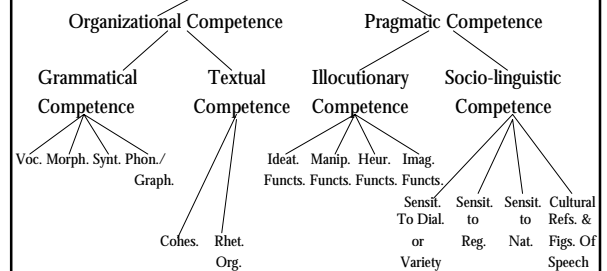
Communicative Language Ability



Definition of Terms

- Language competence - a set of specific knowledge components used to communicate via language
- Strategic competence - means to relate language competencies to features of context/situation where language use takes place and to language users knowledge structures (socio-cultural, real-world knowledge)
- Psycho-physiological mechanisms - refer to neurological and psychological processes involved in the actual execution of language as a physical phenomenon (sound, light)

Language Competence



Organizational Competence

"Organizational competence is the ability to organize and use language accurately, i.e., to convey ideas in grammatically correct discourse that is cohesive and organized in a rhetorical style identifiable to the listener."

Pragmatic Competence

Pragmatic competence is being able to adapt one's language to a particular situation or context so that it is appropriate for that situation.

Pragmatics is concerned with relationships between utterances and the acts or functions that speakers/writers intend to perform through these utterances.

Grammatical Competence

Grammatical competence refers to the degree to which the language user has mastered the linguistic code, including:

- 1) Knowledge of vocabulary,
- 2) Rules of pronunciation and spelling,
- 3) Word formation, and
- 4) Sentence structure.

-Canale and Swain

Components of Grammatical Competence

- Vocabulary
- Semantic field
- Morphemes
- Syntax
- Phoneme
- Grapheme

Textual Competence

- Discourse competence involves the ability to combine ideas to achieve cohesion in form and coherence in thought.
- Cohesion – Unity of thought and continuity in a text. Includes cohesive devices such as pronouns, grammatical connectors (conjunctions, adverbs, and transitional phrases)
- Coherence – connecting discourse by establishing semantic relations between a sentence and previous discourse.

Cohesion

- Cohesion provides inter-sentential relationships and develops unity of thought within a text.

Cohesive Devices

● Time Order (Enumerative)

Information organized in chronology, time sequence

● Clues or signal words:

First, Next, Last, In the end, Days, Dates, Soon, Later, Finally, Eventually, Times, Later on, In the meantime, Afterwards, Not long after, At the end, At last, Right away, In the beginning

Cohesive Devices

● Comparison/ Contrast (Contrastive)

Information organized to show similarities, differences, advantages, disadvantages

● Clues or signal words

But, Different, However, Like, Contrary to, In the same way, Instead, Yet, Similarly, On the other hand



Cohesive Devices

● **Collection of Descriptions (Additive)**

● Clues or signal words

Some, Others, Many, A few, Other, Also, First, Second, Third, Finally, In addition, Lastly, All, Besides, Above all, Correspondingly



Cohesive Devices

● **Cause and Effect (Logical Sequence)**

● Clues or signal words

Result, Cause, Effect, Lead to, Due to, Consequently, Because of, Create, Become, Come about, Thus, As a result of



Cohesive Devices

● **Explanation or illustration (Explicative/ Illustrative)**

● Clues or signal words

That is to say, In other words, I mean, For example



Coherence

- Coherence connects discourse by establishing semantic relations between a sentence and the previous discourse.



Coherence: Example

John came home. He was tired. He went to bed.



Coherence: Example

My outboard motor stopped. The plugs were damp.

Coherence: Example

Susie: "The doorbell is ringing."
John: "I'm in the shower."

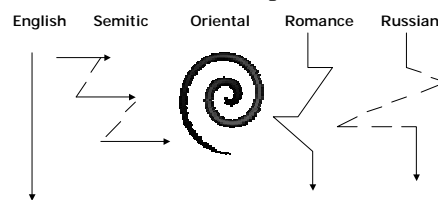
Coherence: Example

There were five nude girls on the beach.
They then took their clothes off.

Coherence: Example

I went fishing but didn't even see a fish.
It weighed twelve pounds.

Kaplan's Theory of Paragraph Movement for Different Language Groups



Text Structure

- The reader's knowledge of text structures and their organizational patterns have been identified by researchers as predictors of what ideas will be recalled from a given text.

Types of Structure for Exposition

- Problem / solution
- Comparison
- Cause / effect
- Description
- Collection of descriptions (including sequential)



Story Structure

Most Common Story Framework:

- Something happens to the protagonist.
- Event sets up goal to be accomplished.
- The rest of the story is description of the problem-solving behavior used to accomplish the goal.



Bachman's Model of Communicative Language Ability

Part II: Pragmatic Competence



Speech Acts

- ❖ An utterance - act of saying something
- ❖ A propositional act - a predication about something
- ❖ An illocutionary act - function performed in saying something



Utterances

The meaning of an utterance can be described in terms of its propositional content and its illocutionary force.



Language Functions

Ideational competence expresses meaning in terms of our experience in the real world. This includes use of language to express propositions or the exchange of information about knowledge or feelings.

Examples: to present knowledge in lectures or scholarly articles,
to express one's emotions to a good friend or in a diary.

(With or without any intention of eliciting advice or help).



Language Functions

Manipulative function enables us to affect the world around us.

Examples: to get things done,
To control the behavior of others,
To change interpersonal relationships

Examples - Strategies for Requesting

Giving direct and indirect signals

- ❖ Announce the intent - *I am asking you to help me.*
- ❖ Use an imperative - *Please help me.*
- ❖ Express the consequences of the hearer's acting - *If you help me, I'll buy you a new comic book.*
- ❖ Ask if the hearer has the ability to act - *Can/could/can't/couldn't you help me.*
- ❖ Ask if the hearer has a reason for (not) acting - *Why are (aren't) you helping me?*

Language Functions

Heuristic function pertains to the use of language to extend our knowledge of the world around us.

Examples: teaching, learning, problem solving, and conscious memorizing

Language Functions

Imaginative function enables us to create or extend our own environment for humorous or aesthetic purposes.

Examples: telling jokes, constructing and communicating fantasies, creating metaphors or other figurative uses of language, attending plays or films, reading works such as novels, short stories, or poetry for enjoyment

Sociolinguistic Competence

Sociolinguistic competence is the sensitivity to, or the control of the conventions of language use that are determined by the features of the specific language use context. It enables us to perform language functions in ways that are appropriate to the context.

Sociolinguistic Competence

Sensitivity to differences in dialect/variety

All languages have variations in use associated with language users in different geographic regions, or different social groups. Dialect refers to all the differences between varieties of a language, those in pronunciation, word usage, and syntax.

Examples: "warsh" St. Louis for "wash"
"fixin to" Southern for "going to"
"have went" nonstandard for "have gone"

(The examples above can be geographical markers or social markers).

Sociolinguistic Competence

Sensitivity to differences in style/register

Style is confined to messages about social status, moods, and desired degree of intimacy between speakers. Style may be associated with a particular social occasion. Then it is called register.

Examples: One uses a different style at a funeral than at a barbecue; there is a register appropriate for each.



Sociolinguistic Competence

Sensitivity to naturalness

Sensitivity to naturalness refers to understanding and producing native-like speech.

Examples: What do we say in English for the following expressions?

Me llamó la atención.

Me da mucha pena



Sociolinguistic Competence

Sensitivity to cultural references and figures of speech

Knowledge of the extended meanings given by a specific culture to particular events, places, institutions or people is required whenever these meanings are referred to in language use.

Examples: "I hear John didn't do too well on his final exam."

"Yeah, it turned out to be his Waterloo."

Ni chicha ni limonada

La misma chola con diferente pollera.

Está entre Pisco y Nazca.