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Communicative

Communicative including knowing what to say and how to say and where to say it appropriately based on the situation, the participants, and their roles and intentions (Richards,2006). So competence is "the ability of using language appropriately in a social context"(Taguchi, 2009). Bachman and Palmer (2010) from other hand show the ability to perform speech acts (communicative) represent as one of the sub-components of language use. In which they define language use as "the creation or interpretation of intended meanings in discourse by an individual or between two or more individuals in a particular situation". Depend on that the use of language in context has provided information about the language forms and functions which are suitable to be used in a particular context(AL-Juborri,2015). But Chen (2019) drive us to another turn as concurring communicative competence when students' performance predictable is lower than their actual act, the course does not satisfy their knowledge-seeking desire and skill. On the contrary, students may get disinterested in the course or be self-distrust about their skill if their actual act keeps on being lower than the expected act.

Therefore it is teachers' responsibility to stop either of the imbalance situation and to make the expected performance and actual performance converge again. Once teachers find that students achieve better than they expect, they will actively increase the amount of material taught to re-reach the ideal consistent state point. On the contrary, when teachers find that students' actual act is not as good as the expected one, they need firstly to determine the cause of low actual act. If the reason is that the presupposed aim is too high to be reached by average students, teachers may need to reduce workload and slow work pace for students. If the low performance is caused by insufficient subjective initiative of students, teachers need to

create an incentive mechanism, i.e. a new curriculum assessment system with more consideration on students' daily performance.

The speaker can select a suitable way depending on his/her competence in order to perform speaking. In this respect the speech act theory is originally developed by the philosopher of language Austin (1962) in his work, he explain "How to do things with words". According to him communication is a series of communicative competence acts or speech acts communicative competence. These speech acts are used systematically to accomplish particular communicative purposes.

Austin from other hand presents his theory by insisting on the concept of (performative language) in which to say something is to do something in clear way. With this respect according to Searle (1969) which he is another scholar and researcher deal in this field that linguistics is a part of a theory of action and there are three different kinds of acts or communication:

The first is utterance acts (was called locutionary acts by Austin) consist of the verbal employment of units of expression such as words and sentences.

The second is propositional acts are those matters having to do with referring and predicting.

The third is illocutionary acts have to do with the intents of speakers such as stating, questioning, promising or commanding.

According to Searle (1969) that each type of illocutionary acts requires certain expected or appropriate conditions called felicity conditions. These conditions relate to the beliefs and attitudes of the speaker and hearer and to their mutual understanding of the use of the linguistic devices for communication. Communicative with competence refers to the person's ability to know" when to speak, when not,... what to talk about with whom,

when, where, in what manner" and "to accomplish a repertoire of speech acts, to take part in speech events, and to evaluate their accomplishment by others"(Hymes, 1972: 14-15). The learner or students of a language needs to develop all aspects of communicative with competence in order to have the ability to communicate in suitable and successful way(AL-Juborri,2015:15). We can design "different communicative messages" such as formal or personal work with verbal and visual depending on our environment, our behaviors, our objectives and purposes. Therefore, the communicative with competence message depend on the situation to draw human attention and perception, in order to facilitate interpretation (Pettersson ,2022:17-104).

In this respect many studies from past to present have shown that NNs may fail to communicate in a particular situation in spite of their reasonable command of grammar and vocabulary of the target language (Rintell, 1981; Blum- Kulka, 1982, 1983; El- Shazly, 1993; AL-Ammar,2000; Novick, 2004; Bajoudah, 2006; Mahani,2012; Shishavan, 2013 and so on). This result came from that most of them depend on their first language from grammar, social, relations, perception, translation and so on.