Jane Irish E. Ayop

BAELS3B

1. What makes Canale's adaptation different from Swain and Canale's Model? Cite 2 differences.

Canale and Swain (1980) focused on sociolinguistics and its interaction with other components of the model as grammatical, sociolinguistic, and strategic competencies. Canale (1983) refined the above model, adding discourse competence: cohesion and coherence. Canale’s refinement of the model determined two components for communicative competence: conscious and unconscious knowledge and the skills needed to use this knowledge in actual communication. This means, there are now four components of the revised framework, namely: grammatical competence, sociolinguistic competence, strategic competence, and finally discourse competence. Discourse competence concerns mastery of how to combine grammatical forms and meanings to achieve a unified spoken or written text in different genres, achieved through *cohesion and coherence.*

2. Explain why Bachman and Palmer's Model includes affective schemata.

According to Bachman (1990) and the subsequent model of Bachman & Palmer (1996) many traits of language users such as some general characteristics, their topical knowledge (knowledge of the world, background knowledge, affective schema (the feelings and biases people may have toward some linguistic contents) as well as the language ability impact the communicative language ability and linguistic performance of the learners in the real-life context. They believe that the “sensitivity to, or 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 that context”, and it includes sensitivity to differences in dialect or variety, to differences in register and to naturalness, and the ability to interpret cultural references and figures of speech.

3. What is the important highlight of the interactional competence? Explain.

Interactional competence highly regards interaction as it entails negotiating intended meanings, i.e., adjusting one’s speech to the effect one intends to have on the listener (Karmsch, 1986). It entails anticipating the listener‘s response and possible misunderstandings, clarifying one‘s own and the other intentions, and arriving at the closed possible watch between intended, perceived, and anticipated meanings. Therefore interactional competence is ―a theory of the knowledge that participants bring to and realize in interaction and includes an account of how this knowledge is acquired (Young 1999, p.118). Highlights the interest in the social context of speech and how communication is understood and constructed in the specific context.

4. Which of the models discussed, do you think is more applicable in a language test?

I personally think Bachman’s model of communicative language ability is more applicable in a language test as it distinguishes knowledge and skill. His model not only specified different components of communicative competence but also indicated how these components interact with each other in a complex manner. For Bachman (1990) language ability is the most substantive characteristic of communicative competence which is composed of two broad categories including: organizational knowledge and pragmatic knowledge. He maintains that “organizational knowledge” associates to the production and comprehension of grammatical utterances. Pragmatic knowledge enables the user to adopt his linguistic knowledge to the context. Bachman underpins that test design and scoring might have a significant impact on the test takers’ performance as a direct outcome of strategic competence. Certain tasks are highly attributable to the use of strategic competence to compensate for the lack of competence in other areas. This model vividly distinguishes between what constitutes knowledge and what constitutes the skill which is left unclear in the aforementioned model. The most important in learning a language is not to actually master our knowledge of it but the ability to use this knowledge when it is needed to.