## Arild Stenberg Communicative English

[Arild Stenberg](https://www.linkedin.com/profile/view?id=208885255&goback=%2Egde_761057_member_5980020530068152322) Deputy Head Master at Vindafjord Kommune

Which key words should be gathered under the umbrella Communicative English?

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Lecturer at Riyadh Community College, King Saud University

Top Contributor **[](https://www.linkedin.com/groups?viewMemberFeed=&gid=761057&memberID=224276885)**

COMMENT: *Which key words should be gathered under the umbrella Communicative English?*   
This question is very tricky. Modern usage of English is primarily communicative in nature and function. Majority of the EFL learners of the world try to have efficiency in communicative English particularly South Asian, Latin American and some of the European countries.   
So, here comes the tricky answer: what can be the key words for 'communicative French' for a native of England... Portugal, Spain,Japan, India and so and so forth. I believe that the fusion of two contrastive languages (L1-L2) is possible through sociolinguistic using a tool as communicative pedagogy. I heard and found that 8 out of 10 Philippines pronounced /f/ as /p/ e.g 'four' heard as 'pour'. What can be the acceptable principle of ' COMMUNICATIVE ENGLISH' in a situation like this.

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* 19 hours ago

[Mark S. W.](https://www.linkedin.com/groups?viewMemberFeed=&gid=761057&memberID=60035321&goback=%2Egde_761057_member_5980020530068152322) likes this

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**Can 'voracious' be used with other than reading activities?**

[Марина Marina Karapetyan](https://www.linkedin.com/profile/view?id=162129318&goback=%2Egde_761057_member_5974993322777808898) Associate Professor at Foreign Languages faculty Blagoveshchensk State Pedagogical University Top Contributor

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**[](https://www.linkedin.com/groups?viewMemberFeed=&gid=761057&memberID=224276885)** [Madani Ahmad](https://www.linkedin.com/groups?viewMemberFeed=&gid=761057&memberID=224276885) Lecturer at Riyadh Community College,King Saud University

Top Contributor

COMMENT: My argument is slightly different than what Neal says.   
adjective+noun is a common formula but every noun won't fit in with one particular adjective and vise verse.   
good+thief ; voracious murderer... etc   
'Coffee is a good dancer only in the Chinese cup' makes a sense. Therefore voracious coffer is acceptable because this phrase is connoted with good dancer that refers to a prime noun coffee. Contrary to this, voracious driver is semantically not acceptable though the sentence is correct. You can fancy more sentences/phrases of this category.

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**1.Dear colleagues! I was searching the web for an authentic textbook devoted to English for Diplomacy or something like that and didn't find anything! Maybe someone knows about its existence?** [Natalya Milovanova](https://www.linkedin.com/profile/view?id=59968704&goback=%2Egde_761057_member_5977116455966121988) General English\ESP teacher Top Contributor

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COMMENT: Lecturer at Riyadh Community College,King Saud University

Top Contributor 

Natalya's query is very interesting. I fancy that there could be 'English for eating or English for mountaineering'. Nevertheless, as for developing a skill, there must be some pedagogy where learning is the main focus. Refer to the speeches of some renowned leaders/head of the countries/ bilateral talks/ signing of memorandums... etc. Autobiographies/ biographies of diplomats can be of great help. Reference books on international relations will be an added one.BBC- Hard talk is the one immediately available. Of course, lexical items on the subject and driving them off to their destination is what required the most to the learning of English for Diplomacy.

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## 2. Teachers and pragmatic development? [khansaa alsaleh](https://www.linkedin.com/profile/view?id=374258580&goback=%2Egde_761057_member_5978996266842013698) Attended university of basra

Teachers are the main sources to help learners acquire the target language. Considering pragmatic, teachers can give instruction, make learners to be aware of the pragmatic norms, use audio-visual aids, etc. I am designing a questionnaire to know more about the teachers' role in such fields. Can you help me with more points can I include in the questionnaire.

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COMMENT: Lecturer at Riyadh Community College,King Saud University

Top Contributor "Teachers and pragmatic development?"   
I think its teachers' pragmatic development in ELT.Ability to teach leads to learning. If learning doesn't take place whatever be the techniques, its an embarrassing situation for the teacher. A pragmatic or practical approach is just an opportunity for the teacher to decide that objective learning has taken place and the set target has been dealt with. Because, a teacher can be pragmatic but is there any degree of development: is what most required. It can be any one particular skill of English Language, set leaning objectives is the index that needs to be driving off pragmatically.   
So, how pragmatic is the teacher will decide the teachers' ability to teach qualitatively. This way, teaching is indeed developmental.

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 Luis Proaño [Luis Proaño Proaño](https://www.linkedin.com/groups?viewMemberFeed=&gid=761057&memberID=155346340) english teacher en licqui

Thank you very much for al of your comments.

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## 3. Testing teachers' abilities in teaching listening skill

[mohammad imad](https://www.linkedin.com/profile/view?id=374228551&goback=%2Egde_761057_member_5978111656998248448) Student at Basra Univrsity Top Contributor

Hi all.   
I am designing a questionnaire to evaluate the teacher role in teaching listening skills in Iraqi EFL classroom. I am interested to hear of your your ideas of the points that can be encounter in the questionnaire?

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 COMMENT: Lecturer at Riyadh Community College,King Saud University

Top Contributor

Mia ow of a cat must not be heard as neigh of a horse. Here comes the purpose of doing a listening task. Acoustic nature of sounds/ accent/pronunciation are the micro issues (supra-segmental-features) which are radical factors for developing a task for listening skill. So, 30% coverage on micro issues and the remaining on listening comprehension.

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4.  mohammad [mohammad imad](https://www.linkedin.com/groups?viewMemberFeed=&gid=761057&memberID=374228551)

Student at Basra Univrsity

Top Contributor

Thanks a lot of your reply. All your point are so important and i will take them into consideration, But I think in points concerning techniques, procedures, activities to include?

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COMMENT: Lecturer at Riyadh Community College,King Saud University

Top Contributor 

Dear Mohammad\_ the target level will decide techniques, procedures, activities etc. before administering your listening task on the EFL students. Degree of grasping ability is very important for the target level. However, as said before, micro issues is much hard earned activity for the teachers whereas tasks on listening comprehension is a common goal for which teaching materials(cup/oxford DVD,CD) are easily available. Try to prepare long questions which must be answered in words/ phrases. Students will be able to enrich core vocabulary that is the main objective of listening comprehension. If the learners are able to enrich vocabulary, it means they understand the text through listening. This way, core vocabulary becomes active in their connected speech. And, I believe that this is the best achieved target. Hope you try your best!

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5. **Have to ..**

[Wardah Rahman](https://www.linkedin.com/profile/view?id=92739132&goback=%2Egde_761057_member_5978578864266375171) Teaching Top Contributor

What is the use of   
is/am/are + having to + -ing form .. for compulsions in progress?  
  
I am having to wait ... (means I am forced to wait or obliged to wait ???) and is it a commonly used structure??  
  
and what is the difference between   
  
I had to go there.  
I have had to go there.   
  
again the difference is time marker or is there any other difference aswell ???

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COMMENT: Lecturer at Riyadh Community College,King Saud University

Top Contributor 

" I have to wait"\_\_\_ is a conditional/ obligatory/ forceful sentence   
" I am having to wait"\_\_\_\_ as Catherine says is the continuity of the conditional possessive 'have' (have+ing) ;- ing is the re marker of progress and it changes according to tense or any other time word(s). Rest is self-explanatory in your (Eleni's) question.