

# Introductory Suggestions for Further Reading

## Chapter 6

### *Competence and Use*

Hinkel, Eli (Ed.). (1999). *Culture in Second Language Teaching and Learning*. Cambridge: Cambridge University Press.

Part I, 'Culture, Interaction and Learning', contains three chapters relevant to competence and use of L2 in the classroom. Chapter 1 discusses some implications of interaction between teachers and students of different cultural backgrounds. Chapter 2 treats the learning of a second culture from a cognitive perspective. Chapter 3 also explores interactions between people of different cultural backgrounds, specifically studying if and when L2 speakers understand certain implications of conversation in the target language.

Rose, Kenneth R. & Kasper, Gabriele, (Eds.). (2001). *Pragmatics in Language Teaching*. Cambridge: Cambridge University Press.

In this volume, Rose and Kasper have concentrated on the question of the viability of teaching and testing pragmatics, with studies all relating to pragmatics in second language teaching and testing (including sections on the theoretical and empirical background of pragmatics, issues in classroom-based learning of pragmatics, the effects of instruction in pragmatics, and testing pragmatics).

Saville-Troike, Muriel. (1996). The ethnography of communication. In Sandra Lee McKay & Nancy H. Hornberger (Eds.), *Sociolinguistics and Language Teaching*. (pp. 351-382). Cambridge: Cambridge University Press.

Saville-Troike presents Dell Hymes' (1966) notion of the ethnography of communication, including discussion of appropriate situations to use different registers and features of language, and different areas of competence necessary for successful L2 communication.

### *Academic versus Interpersonal Competence*

Bialystok, Ellen & Hakuta, Kenji. (1994). *In Other Words: The Science and Psychology of Second-Language Acquisition*. New York: Basic Books.

Bialystok and Hakuta's final chapter, 'Last Word', treats the fact that the learners' diverse experiences and goals produce different results in their L2 acquisition. Further, their differences in goals and outcomes cannot be classified as more or less successful, only different.

### *Components of Language Knowledge*

Swan, Michael & Smith, Bernard (Eds.). (2001). *Learner English: A teacher's guide to interference and other problems*. Cambridge: Cambridge University Press.

This book offers insight on common characteristics of English as it is learned and produced by native speakers of a variety of other languages.

Celce-Murcia, Marianne & Olshtain, Elite. (2000). *Discourse and Context in Language Teaching: A Guide for Language Teachers*. Cambridge: Cambridge University Press.

Part 1 presents background in discourse analysis and pragmatics in discourse analysis. Part 2 covers some components of language knowledge with chapters on phonology, grammar and vocabulary. Part 3 treats receptive and productive activities, with chapters on listening, reading, writing, speaking and an epilogue about the integration of these four areas.

### *Receptive Activities*

Flowerdew, John (Ed.). (1994). *Academic Listening: Research Perspectives*. Cambridge: Cambridge University Press.

While this text is not geared towards beginners to the field of SLA, this seminal volume presents original research on academic listening in a second language from various perspectives (ethnography, discourse analysis, application of theory to pedagogy).

McKay, Sandra Lee. (1996). Literacy and literacies. In Sandra Lee McKay & Nancy H. Hornberger (Eds.), *Sociolinguistics and Language Teaching*. (pp. 421-445). Cambridge: Cambridge University Press.

This article presents literacy as an individual skill and a social construct, and recognizes the multiple kinds of literacy possible and valued in different communities and aspects of communication.

### *Productive Activities*

Hinkel, Eli (Ed.). (1999). *Culture in Second Language Teaching and Learning*. Cambridge: Cambridge University Press.

Part II of this edition focuses on how culture influences writing. Chapter 4 questions whether non-native speakers of English should learn to write according to the Western norms underlying Anglo-American academic writing (such as Aristotelian logic). In Chapter 5, the author uses quantitative research to present how L1 and L2 users try to create a sense of objectivity and credibility in their academic writing. Chapter 6 is an ethnographic report of how culture is treated in ESL writing classrooms.