

The Notion Of Communicative Competence And Some Basic

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Discourse in English Language Education -

John Flowerdew 2013

Discourse in English Language Education is designed to introduce students to the major

concepts and issues in discourse analysis and its applications to language education, drawing on the key research from a range of approaches. This will be essential reading for upper

undergraduates and postgraduates with interests in applied linguistics, TESOL and mother tongue language education.

Second Language Education - G. Richard Tucker 1997

The contributions to the volume examine in detail diverse aspects of second language education, ranging from a focus on the basic contributions of linguistic theory and research to our understanding of second language learning and teaching on the one hand, to a series of reviews of innovative language education practices in selected regions of the world on the other.

Communicative Competence for Individuals who Use AAC - Janice Catherine Light 2003

«Relevant for children and adults at all stages of communication development, this upper-level text is a must-have for SLPs, educators, and rehabilitation professionals who work with AAC users. The book presents current research and theory and guides readers through four skill

areas important to the development of communicative competence: Linguistic competence. Learn about issues such as the impact of AAC on an individual's natural speech production, the development and use of picture-based communication systems, and the relationship between spoken language and the "language" of AAC systems. Operational competence. Consider issues related to technical operation of AAC systems, including motor development and control, cognitive factors like awareness and memory, and sensory-perceptual development. Social competence. Explore factors such as the effect of developmental disabilities on social communication, challenges to developing social connections, and the ability to conduct conversations. Strategic competence. Examine operational, linguistic, and social constraints faced by AAC users and learn about adaptive skills that allow users to make the most of what they can do. Two concluding chapters show readers how to improve the communicative

competence of AAC users through effective intervention strategies -- and how to ensure that the strategies are working through outcomes measurement. Order this textbook today, and get the in-depth research and theory you need to enhance communicative competence for individuals who use AAC!»

Communication Competence - Annegret F. Hannawa 2015-10-16

Almost everything that matters to humans is derived from and through communication. Just because people communicate every day, however, does not mean that they are communicating competently. In fact, evidence indicates that there is a substantial need for better interpersonal skills among a significant proportion of the populace. Furthermore, "dark side" experiences in everyday life abound, and features of modern society pose new challenges that make the concept of communication competence increasingly complex. The Handbook of Communication Competence brings

together scholars from across the globe to examine these various facets of communication competence, including its history, its essential components, and its applications in interpersonal, group, institutional, and societal contexts. The book provides a state-of-the-art review for scholars and graduate students, as well as practitioners in counseling, developmental, health care, educational, intercultural, and human resource management contexts, illustrating that communication competence is vital to health, relationships, and all collective human endeavors.

Language Learning - Joseph Foley 2017-09-25
Language Learning provides an introduction to language development that differs from existing books in that it traces language and cognitive development (together with the associated debates) from babyhood, through the school years of middle childhood and adolescence, into adulthood and the world of work. Increasingly, the global trend is towards learning to speak,

read and write more than one language.

Language Learning is a comprehensive book that includes descriptions and discussions of learning more than one language sequentially and simultaneously. The only book to look at language with a lifelong perspective, it is ideal as an introductory student text. Each chapter contains ideas and suggestions for students to follow-up and begin their own small scale investigations into language development.

Language and Communication - Jack C. Richards
2014-06-06

Presents eight specially written chapters which provide a coherent survey of major issues in the study of language and communication, and which show how these are related to questions of practical concern in the learning and teaching of second and foreign languages. The issues discussed have been selected primarily for their relevance to applied linguistics, and there is a unifying interest in how language reflects the communicative functions it performs as well as

in the process involved in using language for communication. Each chapter presents a self-contained survey of a central issue, is prefaced by an introduction linking the different perspectives, and is followed by discussion questions to aid effective use of the text in applied linguistics courses.

Pragmatic Competence - Naoko Taguchi
2009-09-04

In the disciplines of applied linguistics and second language acquisition (SLA), the study of pragmatic competence has been driven by several fundamental questions: What does it mean to become pragmatically competent in a second language (L2)? How can we examine pragmatic competence to make inference of its development among L2 learners? In what ways do research findings inform teaching and assessment of pragmatic competence? This book explores these key issues in Japanese as a second/foreign language. The book has three sections. The first section offers a general

overview and historical sketch of the study of Japanese pragmatics and its influence on Japanese pedagogy and curriculum. The overview chapter is followed by eight empirical findings, each dealing with phenomena that are significant in Japanese pragmatics. They target selected features of Japanese pragmatics and investigate the learners' use of them as an indicator of their pragmatic competence. The target pragmatic features are wide-ranging, among them honorifics, speech style, sentence final particles, speech acts of various types, and indirect expressions. Each study explicitly prompts the connection between pragmalinguistics (linguistic forms available to perform language functions) and sociopragmatics (norms that determine appropriate use of the forms) in Japanese. By documenting the understanding and use of them among learners of Japanese spanning multiple levels and time durations, this book offers insight about the nature and development of

pragmatic competence, as well as implications for the learning and teaching of Japanese pragmatics. The last section presents a critical reflection on the eight empirical papers and prompts a discussion of the practice of Japanese pragmatics research.

Reading with My Eyes Open - Gerdi Quist
2013-11-29

Untangling the various approaches to language teaching and their history, Gerdi Quist maps recent thinking in language studies at university. Using an interdisciplinary theoretical framework, drawn from educational philosophy, cultural studies, intercultural studies and language pedagogy, the author discusses the many tensions and currents in contemporary language teaching. The author puts forward an alternative pedagogy, that of a cultuurtekstperspective, which engages learners at complex linguistic and cultural levels. In discussing the case study in which this approach is tested, the author develops her argument for

embracing various critical perspectives through the personal engagement of students. From the start the author acknowledges her own engaged position as a language teacher in a liberal humanistic educational environment. She adopts a self-critical perspective through which her engagement with adverse student reaction leads to deepening insights both for the author and her students as part of the non-linear process of learning. 'This book should be obligatory reading for all new lecturers in foreign languages at university. It is extremely thought-provoking and will help them make sense of the world in which they find themselves.' Jane Fenoulhet (Professor in Dutch Studies and co-editor of *Mobility and Localisation in Language Learning*)

Occupational Outlook Handbook - United States. Bureau of Labor Statistics 1976

Some Aspects of Communicative Competence and Their Implications for Language Acquisition

- Ton van der Geest 1975

Developing Communicative Competence in a Second Language - Robin C. Scarcella 1990

Intercultural Language Use and Language Learning - Eva Alcon Soler 2007-05-24

Eva Alcón Soler Maria Pilar Safont Jordà Universitat Jaume I, Spain The main purpose of the present book is to broaden the scope of research on the development of intercultural communicative competence. Bearing this purpose in mind, English learners are considered as intercultural speakers who share their interest for engaging in real life communication. According to Byram and Fleming (1998), the intercultural speaker is someone with knowledge of one or more cultures and social identities, and who enjoys discovering and maintaining relationships with people from other cultural backgrounds, although s/he has not been formally trained for that purpose. Besides, possessing knowledge of at least two cultures is the case of many learners

in bilingual or multilingual communities. In these contexts, the objective of language learning should then focus on developing intercultural competence, which in turn may involve promoting language diversity while encouraging English as both a means and an end of instruction (see Alcón, this volume). This is the idea underlying the volume, which further sustains Kramsch's argument (1998) against the native/ non-native dichotomy. Following that author, we also believe that in a multilingual world where learners may belong to more than one speech community, their main goal is not to become a native speaker of English, but to use this language as a tool for interaction among many other languages and cultures.

Communicative Competence - Varanasi
Bhaskara Rao 2019-11

Starting with 'Say What You Mean' as Introduction the Author emphasises on clarity and coherence in communication. He deals with various aspects of oral and written

communication like choice and arrangement of words, style and tone of utterances. Complex concepts are conveyed in simple diction with apt acronyms and memories. He has presented critical ideas in the form of acronymnemonics (acronyms used as mnemonics, a memory aid). This book deals with the much neglected diction in oral and written communication. The book is aimed as ADEPT program. The acronym stands for Appreciation, Demonstration, Experimentation, Practice and Transfer. There are five steps to build one's communicative competence. All living beings need to communicate to meet their necessities. But a professional who wants to make a successful career must have extraordinary ability to communicate with competence and clarity. The books helps in the first two vital steps - appreciation and demonstration. It also designed for teaching - learning. The author has brought many ideas and put them together which is rarely found in the books on soft skills. To some

extent, the book will serve as reference material for those who have limited or no access to such material

Contexts of Competence - Margie Berns

2013-06-29

The introduction of communicative competence as the goal of second and for eign language teaching has led to recognition of the role of context in language learning and use. As communicative competence is defined by the social and cultural contexts in which it is used, no single communicative competence can serve as the goal and model for all learners. This recognition has had an impact on program design and materials development. One significant change is that the choice of a teaching method is no longer the primary concern. Instead, the first step for the program designer is becoming familiar with the social and cultural features of the context of the language being taught. This includes a consideration of the uses speakers make of the language, their

reasons for using it, and their attitudes toward it. *Contexts of Competence: Social and Cultural Considerations in Commu nicative Language Teaching* explores the relationship between context and com petence from a theoretical and practical perspective. Its audience is applied linguists in general and language teaching practitioners in particular. The overall aim of its five chapters is to provide a framework for consideration of various contexts of language learning and use and to guide the implementation and development of models of communicative language teaching that are responsive to the context-specific needs of learners.

Communicative Competence: an Experiment in Foreign-language Teaching - Sandra J. Savignon 1972

Intercultural Communicative Competence for Global Citizenship - Marina Orsini-Jones
2018-01-03

This work builds on the assumption that language learning and teaching needs to be made more relevant to the 'globalised' digital world we live in. Its authors argue that staff in Higher Education (HE) must prepare students for effective online interaction and explores the digital, linguistic and critical intercultural components of 'global citizenship'. The book pivots around an innovative research study; linguistic politeness frameworks are revisited to analyse the written online exchanges on an Online International Learning (OIL) - or intercultural telecollaborative - project between the UK and France. Through the use of cyberpragmatics, and inspired by Meyer and Land's 'threshold concept pedagogy', the authors examine the challenges and solutions identified by an 'expert student' in managing rules of engagement and intercultural awareness when interacting online. This book will appeal to students and scholars of applied linguistics, education, sociolinguistics and intercultural

communication, and provide a valuable resource for teacher trainers, language teachers and educators across the world.

Communicative Syllabus Design - John Munby
1981-03-05

This book provides a model for specifying the syllabus content relevant to the differing needs of ESP learners.

Competence in Communication - Robert N. Bostrom 1984

Bostrom's book avoids a narrow view of competence (solely in terms of interpersonal communication) and attempts to draw models of competence that are applicable to communication in general. Scholars from journalism, mass communication, organizational communication, and communication education examine the concept of competence in terms of their own discipline: a competent journalist may be quite different from a competent bargainer. At the core of the concept are certain fundamental assumptions about competence in

linguistic and verbal skill, interactional patterns, interpersonal awareness, and the ability to observe variations in that competence. The book presents theoretical approaches to competence: its development, definitions, and the relationship between communication competence and other competencies; it also discusses the arenas in which competence is a key factor in communication, and tries to extract basic principles from the various approaches.

Raising communicative competence in second language learning - the Blackpool

Telos Project - Sofie Renner 2008-08-14

Seminar paper from the year 2003 in the subject English Language and Literature Studies - Linguistics, grade: 3,0, University of Tübingen (Seminar für Englische Philologie), course: Hauptseminar Englische Linguistik, 12 entries in the bibliography, language: English, abstract: "Communication is understood as the exchange and negotiation of information between at least two individuals through the use of verbal and

non-verbal symbols, oral and written/ visual modes, and production and comprehension processes" (Michael Canale 1983:4). The aim of the Blackpool Telos Project is to raise communicative competence in second language learning of 10th and 11th grade German grammar school students. The BTP is also suitable for advanced adult learners. The above mentioned quotation should serve as a kind of guiding principle for the following analysis. One should bear in mind that according to Breen & Candlin (1980), Morrow (1977) and Widdowson (1978), communication is a form of social interaction and is unpredictable and creative both in form and message. Communication occurs in sociocultural contexts and in discourse, it is performed under limiting psychological and other conditions. It always has a purpose and involves authentic as opposed to textbook language. And finally, communication is considered to be successful or not on the basis of actual results. The learner and his needs, the

learning goal and the final realization within Telos are the most important points. In the BTP, special emphasis will be put on the independent learning of a second language in a constructive environment. Here, English is considered as a second language and not foreign language because it is used within the own language field. Non native English speakers can find themselves in two situations: "einerseits Situationen, in denen Englisch als 'fremde Sprache' verwendet wird, d.h. außerhalb des eigenen Sprachraums und der für die eigene Kultur und Gesellschaft alltäglichen Kommunikationsanlässe und -funktionen; andererseits Situationen, in denen dem Englischen innerhalb des eigenen Sprachraums als 'zweite Sprache' neben der eigentlichen Muttersprache eine kulturell und gesellschaftlich verankerte und bedeutsame Rolle zukommt" (Kohn, Kurt 2002: 1). The organization of this paper is as follows. First I will provide a theoretical background for the BTP. Special emphasis is put on defining

communicative approaches. The second part connects theory and practice. In this part, the main aim of the Blackpool Telos Project, and an introduction to the different activities, will be discussed and linked to constructivist ideas. The third part will provide a linguistic context of the material and discuss the learning potential of the various tasks. In order to illustrate the third part, screenshots of the BTP will be used. The CD with the BTP will be attached to the paper.

Defining Issues in English Language

Teaching - Henry Widdowson 2003

This text goes back to basics by investigating fundamental assumptions about the way English should be defined and taught as a foreign language. It looks at different attitudes to English teaching, and critically examines proposals for course content.

Linguistic and Communicative Competence -

Christina Bratt Paulston 1992

This book is an anthology of articles on teaching English to speakers of other languages. The

emphasis is on practical concerns of classroom procedures and on the cross-cultural aspects of teaching English around the world. Several of the articles focus on communicative language teaching.

Teaching and Assessing Intercultural Communicative Competence - Michael Byram
2020-12-08

This revised edition of Michael Byram's classic 1997 book updates the text in light of both recent research and critiques and commentaries on the 1st edition. Beginning from the premise that foreign and second language teaching should prepare learners to use a language with fluency and accuracy, and also to speak with people who have different cultural identities, social values and behaviours, the book is an invaluable guide for teachers and curriculum developers, taking them from a definition of Intercultural Communicative Competence through planning for teaching to assessment. This edition refines the definitions of the five

'savoirs' of intercultural competence, and includes new sections on issues such as moral relativism and human rights, mediation, intercultural citizenship and teachers' ethical responsibilities.

Developing Communicative Competence in a Second Language - Robin C. Scarcella 1990

Intercultural Communicative Competence in Educational Exchange - Alvino E. Fantini
2018-07-17

This book explores the nature of intercultural communicative competence (ICC), a set of abilities required to promote sojourner engagement with diversity during study abroad and other educational exchange experiences. A highly original contribution to the intercultural communication literature, this book bases its multinational perspective of ICC on an extensive literary search in six languages and spanning 50 years to identify ICC's multiple components, to develop a comprehensive assessment tool, and

to assess its development and impact on exchange participants in multiple countries.

Intercultural Communicative Competence and Individual Differences - Judit Dombi
2021-03

This book presents a concise critical overview of the literature on intercultural communicative competence (ICC) and offers insights into research on this concept. As a novel contribution to the field, the book frames ICC in relation to other learner variables, such as motivation, willingness to communicate, communication apprehension, and self-perceived communication competence. Based on empirical data, the study proposes and tests a model of English majors's (TM) ICC interacting with individual differences related to L2 communication. The findings highlight that students's (TM) beliefs about their own performance, their apprehension from communication situations and their language learning motivation were successfully integrated into a new model of intercultural communicative

competence as understood in an interactional EFL context.

Contexts of Competence - Margie Berns
2013-05-05

The introduction of communicative competence as the goal of second and for eign language teaching has led to recognition of the role of context in language learning and use. As communicative competence is defined by the social and cultural contexts in which it is used, no single communicative competence can serve as the goal and model for all learners. This recognition has had an impact on program design and materials development. One significant change is that the choice of a teaching method is no longer the primary concern. Instead, the first step for the program designer is becoming familiar with the social and cultural features of the context of the language being taught. This includes a consideration of the uses speakers make of the language, their reasons for using it, and their attitudes toward

it. Contexts of Competence: Social and Cultural Considerations in Communicative Language Teaching explores the relationship between context and competence from a theoretical and practical perspective. Its audience is applied linguists in general and language teaching practitioners in particular. The overall aim of its five chapters is to provide a framework for consideration of various contexts of language learning and use and to guide the implementation and development of models of communicative language teaching that are responsive to the context-specific needs of learners.

Intercultural Communicative Competence in English Language Teaching in Polish State Colleges - Piotr Romanowski 2017-05-11

This volume provides a strong theoretical introduction to the field of intercultural communication, offering practical examples of classroom activities, as well as presenting empirical research which demonstrates that

intercultural communicative competence (ICC) can be developed effectively in specially tailored courses adjusted to the needs of learners. It presents a novel model of intercultural sensitivity assessment, and outlines the results of research into intercultural communicative competence conducted among the students of English Language Studies in state colleges in Poland. The cultural component in developing ICC as an extra-linguistic determinant is assigned particular prominence in the book. A thorough analysis of the empirical material collected from participant observation, the administered questionnaires and interviews allowed the most common values and attitudes held as components of intercultural sensitivity to be identified. The obtained findings are subsequently analyzed to predict the potential areas of communication misunderstandings and failures between Polish learners of English and representatives of other cultures.

Workplace Communication - Leena Mikkola

2019-11-14

This book provides insights into communication practices that enable efficient work, successful collaboration, and a functional work environment. Maintaining a productive and healthy workplace is predicated on interpersonal communication between people. In organizations, efficient communication is the foundation of all actions. Contributors to this book cover communication issues in relationships, teams, meetings, leadership, competence, diversity, organizational entry, social support, and digital environments in the workplace. The book illustrates all these issues in detail by presenting both relevant research findings and their practical implications in working life. Workplace Communication is ideal for current and future employees, directors, supervisors and managers, instructors, and consultants in knowledge-based expertise work. The book is appropriate for courses in organizational and leadership communication or

interpersonal communication in a workplace setting.

Lexical Competence - Diego Marconi 1997
What does our ability to use words--that is, our lexical competence--consist of? What is the difference between a system that can be said to understand language and one that cannot? Most approaches to word meaning fail to account for an essential aspect of our linguistic competence, namely, our ability to apply words to the world. This monograph proposes a dual picture of human lexical competence in which inferential and referential abilities are separate--a proposal confirmed by neuropsychological research on brain-damaged persons. According to the author, artificial systems for natural-language understanding could come much closer to achieving their goal if they conformed to this dual picture of competence. Topics discussed include classical issues in the philosophy of language and the philosophy of mind such as the analytic/synthetic dichotomy, semantic holism,

causal theories of reference, dual-factor theories, publicness, verificationism, and Searle's Chinese room. Language, Speech, Communication series

Linguistic and Communicative Competence -

Christina Bratt Paulston 1992-01-01

An anthology of articles on teaching English to speakers of other languages. The emphasis is on practical concerns of classroom procedures and on cross-cultural aspects of teaching English around the world. Several of the articles focus on communicative language teaching.

Speech Act Theory and Communication - Phyllis

Kaburise 2011-05-25

Speech Act Theory: A Univen Study was undertaken to investigate the pragmatic value of the utterances of selected students at the University of Venda, South Africa. Utterances of second-language users of a language reflect the wealth of their language experiences and hence caution has to be exercised when conducting an investigation into such utterances. It is within

this background that this investigation was conducted into the meaning-creation strategies and abilities of the participants in this study. The very idiosyncratic utterances investigated demonstrated vividly the multi-dimensional thought process exploited by the creators of these samples. Also demonstrated by the analyses is the nature of communication and the amount of linguistic interaction necessary for interlocutors to create meaning.

Communicative Approaches to Second Language Teaching and Testing - Michael Canale 1979

Current Trends in the Development and Teaching of the four Language Skills -

Esther Usó-Juan 2006-01-01

Current Trends in the Development and Teaching of the four Language Skills builds connections from theory in the four language skills to instructional practices. It comprises twenty-one chapters that are grouped in five sections. The first section includes an

introductory chapter which presents a communicative competence framework developed by the editors in order to highlight the key role the four skills play in language learning and teaching. The next four sections each represent a language skill: Section II is devoted to listening, Section III to speaking, Section IV to reading and Section V to writing. In order to provide an extensive treatment of each of the four skills, each section starts with a theoretical chapter which briefly illustrates advances in the understanding of how each skill is likely to be learned and taught, followed by four didactically oriented chapters authored by leading international specialists. These pedagogical chapters deal specifically with four key topics: 1) areas of research that influence the teaching of a particular skill; 2) an overview of strategies or techniques necessary for developing a particular skill; 3) an approach to the academic orientation of a particular skill, and 4) unique aspects of teaching each skill.

Moreover, all chapters incorporate two common sections: pre-reading questions at the beginning of the chapter in order to stimulate readers' interest in its content, and a section entitled suggested activities at the end of the chapter in order to allow readers put the ideas and concepts presented into practice. The accessible style and practical focus of the volume make it an ideal tool for teachers, teacher trainers, and teacher trainees who are involved in teaching the four language skills in a second or foreign language context.

Communicative Competence - Sandra J. Savignon 1997

This ground-breaking text, which stresses the use of meaningful language at all stages of language acquisition, is about texts and contexts in second language learning. It is intended for teachers and teachers-in-training as an introduction to the theoretical basis for communicative language teaching and as a guide to building a program consonant with

those theories.

Intercultural Communication Competence -

Richard L. Wiseman 1993-02

Bringing together current research, theories and methods from leading scholars in the field, this volume is a state-of-the-art study of intercultural communication competence and effectiveness. In the first part, contributors analyze the conceptual decisions made in intercultural communication competence research by examining decisions regarding conceptualization, operationalization, research design and sampling. The second part presents four different theoretical orientations while illustrating how each person's theoretical bias directs the focus of research. Lastly, both quantitative and qualitative research approaches used in studying intercultural communication competence are examined.

Handbook of Communication Competence -

Gert Rickheit 2008-08-27

In our everyday life, communicative processes

are relevant in almost all situations. It is important to know whether you should say something which is adequate in the situation or whether it is better to say nothing at all. Communicative competence is fundamental for a successful life in our society as it is of great importance for all areas of life. Therefore, it is not surprising that communicative competence is the subject of many theoretical and empirical approaches and, in consequence, research on this topic is diverse. We focus our contributions on linguistic aspects of communication. In the centre of interest are linguistic oriented performances of different forms of communicative competence, language acquisition, and language disorders. The topics of this book concern the description of methods for studying language in the brain, the interaction between language and cognition, discourse acquisition of children, literacy acquisition and its precursors, the use and acquisition of the sign language, models and

training of writing and reading, nonverbal communicative competence, media competence, communication training, developmental dyslexia, the treatment of stuttering, and the description of language disorders.

Handbook of Communication Competence - Gert Rickheit 2008

The Handbooks of Applied Linguistics provide a state-of-the-art description of established and emerging areas of Applied Linguistics. Each volume gives an overview of the field, explains the most important traditions and their findings, identifies the gaps in current research, and gives perspectives for future directions.

Speaking - Willem J. M. Levelt 1993-08-26

In *Speaking*, Willem "Pim" Levelt, Director of the Max-Planck-Institut für Psycholinguistik, accomplishes the formidable task of covering the entire process of speech production, from constraints on conversational appropriateness to articulation and self-monitoring of speech. *Speaking* is unique in its balanced coverage of

all major aspects of the production of speech, in the completeness of its treatment of the entire speech process, and in its strategy of exemplifying rather than formalizing theoretical issues.

Storytelling with Data - Cole Nussbaumer Knaflic 2015-10-09

Don't simply show your data—tell a story with it! *Storytelling with Data* teaches you the fundamentals of data visualization and how to communicate effectively with data. You'll discover the power of storytelling and the way to make data a pivotal point in your story. The lessons in this illuminative text are grounded in theory, but made accessible through numerous real-world examples—ready for immediate application to your next graph or presentation. *Storytelling* is not an inherent skill, especially when it comes to data visualization, and the tools at our disposal don't make it any easier. This book demonstrates how to go beyond conventional tools to reach the root of your data,

and how to use your data to create an engaging, informative, compelling story. Specifically, you'll learn how to: Understand the importance of context and audience Determine the appropriate type of graph for your situation Recognize and eliminate the clutter clouding your information Direct your audience's attention to the most important parts of your data Think like a designer and utilize concepts of design in data visualization Leverage the power of storytelling to help your message resonate with your audience Together, the lessons in this book will help you turn your data into high impact visual stories that stick with your audience. Rid your

world of ineffective graphs, one exploding 3D pie chart at a time. There is a story in your data—Storytelling with Data will give you the skills and power to tell it!

English as a Lingua Franca - Istvan Kecskes
2019-11-28

Explores the language behaviour of speakers of English as a Lingua Franca (ELF), through the lens of Gricean pragmatics. It will be of interest to a wide range of scholars across the fields of pragmatics, language contact, world Englishes, second language acquisition, and English as a second language.