FORMATION OF FOREIGN LANGUAGE COMMUNICATIVE COMPETENCE OF STUDENTS OF HIGHER EDUCATION INSTITUTIONS

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Abstract: Foreign language communicative competence covers intercultural communication skills relating not only to a deep knowledge of literary norms of a foreign language, but also to a range of communication skills for the successful performance of communicative tasks and compliance with expectations of native speakers and other communicators. The research objective consists in a comprehensive theoretical and experimental study of the problem of formation of foreign language communicative competence of students of higher education institutions (HEIs) (on the basis of English as a foreign language). Methods: comprehensive theoretical analysis of the concept of communicative competence; ascertaining experiment; study and analysis of literature.

Keywords: communicative competence, foreign language, linguistic competence, HEIs, communicative approach.

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1 Introduction

Communicative competence is one of the key terms of modern linguistics, which is characterized by pragmatic and practical orientation. The term is widely used in Teaching English as a Second Language (TESOL). The term was introduced into scientific circulation by Hymes (1966) with an emphasis on its methodological component and the necessary semantic lines to fill gaps, which could not be filled by other TESOL methods. The concept of communicative competence was initially interpreted as the ability to use grammatical knowledge and sociocultural knowledge during the act of communication in real-life situations.

Specialists in foreign language teaching methodology are increasingly frequently talking about defining goals of professional training of students of philological specialties in the direction of forming such an integral characteristic of a specialist as professional competence. At the same time, the important issue concerns not only the foreign language professionally-oriented competence of applicants, but also the search for an approach aimed at improving the efficiency of the process of its formation. A student of philology must not only speak the foreign language in a professional way, but also possess modern methods of its application in various natural communicative situations: both in private life and within the terms of performance of future professional duties.

The key issues of intercultural communication concern not only knowledge of literary norms of a foreign language (literacy), but primarily emphasize the importance of communication on the basis of literacy, successful completion of communicative tasks and compliance with expectations of native speakers. Changes in goals of modern foreign language education has led to changes in training requirements for future professionals, according to which a graduate of the Foreign Philology Department must have analytical, design, constructive skills of foreign language communication activity, a strongly pronounced level of empathy, reflection, ability to cooperate with other communicators in the communication environment, personal emotional attractiveness during the act of communication.

Currently, the problem is that in fact graduates of philology departments of universities receive a deep basic language education, but, according to the research results (in particular (Al-niaima, 2018; Ahmed & Pawar, 2018), in the modern context, their knowledge, skills and abilities are insufficient to become a successful specialist and self-sufficient communicator when interacting with foreigners. Therefore, in the process of studying at HEIs, there is a need for a comprehensive approach to defining the system of methodological training of students from the perspective of the modern educational paradigm. It is also necessary to find new methods, techniques, instruments and forms of teaching a foreign language to students of language specialties in order to form their foreign language professionally-oriented communicative competence in terms of the increased role of language as a means of professional communication.

The development of foreign language professional communicative competence becomes the goal and result of foreign language teaching, while the common components of foreign language professional competence include a number of competencies, which are formed sequentially, parallelly or simultaneously (for example, the classic four-component model of basic *language competencies*: listening, reading, speaking, writing – it is important not to confuse them with communicative competencies). Foreign language communicative competence should be understood as the integral concept of professional training, which covers professional knowledge and practical skills in foreign philology, the success of formation of which depends on the maturity of the motivational aspect, professionally significant personal qualities and behavioural characteristics ensuring successful foreign language professional activity and personal communication in the paradigm of a foreign language communication environment.

Speaking of foreign language learning, it is worth mentioning that, in Europe, the guiding document in this regard is the Common European Framework of Reference for Languages: Learning, teaching, assessment (CEFR), an updated version of which (in respect of a previous effective document dated 2001), appeared in 2020 (www.coe.int). The "aim of language education" is defined in the document as "to develop a linguistic repertory, in which all linguistic abilities have a place". The concept of communicative competence is of a generalizing nature: all knowledge and experience of languages contribute to building it up.

2 Literature Review

The question of formation of foreign language communicative competence of students of HEIs is studied by such modern scientists as Poolsawad, (2015) Hussein and Elttayef, (2016) Jovanovic, (2016) Cazden, (2017) Eghtesadi, (2017) Gałajda, (2017) Ghanem, (2017) Nguyen, H.T. Pham and T. M. Pham, (2017) Ahmed and Pawar, (2018) Al-niaima, (2018) Avgousti, (2018) Elbashear, (2017) Hussein, (2018) Kusiak-Pisowacka, (2018) O'Dowd, (2018) Halupka-Rešetar, (2019) Ruiz and Spínola, (2019) Hussein, Albakri and Seng, (2020) Jetesbaevna (2020) and others.

Halupka-Rešetar, (2019) whose techniques of diagnostics of the level of maturity of communicative competencies were used during the current research in an adapted form, points out that today's university education in foreign philology departments is focused mainly on issues of theoretical linguistics such as phonology, morphology, syntax and semantics of linguistic units. All this, however, does not insure against the same speech errors in the conditions of foreign language communication and, in addition, makes students feel psychologically lost every time and make even more mistakes when communicating with native

speakers. This standard situation demonstrates gaps in the formation of foreign language communicative competency of students. Communicative failures, which are inevitable when focusing on theoretical issues of language, bring to naught the whole aim of teaching a foreign language due to the immaturity of communicative competencies.

Al-niaima (2018) emphasizes that communicative techniques create a real, life-like environment for learning English as a Foreign Language (EFL), communicative techniques help students use the target language in a real situation (extracurricular). Among the difficulties associated with the immaturity of communicative competencies, the author highlights the difficulties of students in understanding TV or radio programs in English. Therefore, the method of situation modelling is called the most useful way of forming foreign language communicative competence.

Avgousti (2018) talks about the formation of multimodal communicative competence (MCC) in the paradigm of the aim of learning a foreign language consisting in producing intercultural speakers. The role of web-resources for the development of MCC and intercultural communicative competence (ICC) has been considered through the use of online intercultural exchanges (OIEs). ICC, as well as in general all manifestations of communicative competence, refers to Applied Linguistic (Kusiak-Pisowacka, 2018; O'Dowd, 2018; Halupka-Rešetar, 2019; Ruiz & Spínola, 2019). Ghanem (2017) considers the problem of ICC too, evaluating the prospects of graduate student instructors in the formation of ICC and incorporation of ICC into the process of teaching a foreign language (FL). Gałajda (2017) considers communicative competence in the context of behaviour approach, focusing on the behaviour of a language learner. The author emphasizes the differentiation of the concepts of communicative competence and language competence.

Ahmed and Pawar (2018) have a very simple and paradoxically exhaustive definition for the concept of communicative competency – it is a competency to communicate. It is interesting that, further in their work, the researchers potentially differentiate this competency into oral, written and even *nonverbal*. It is this nonverbal communicative competency that is, on the one hand, barely noticeable, and on the other – without its effective organization, the whole process of communication, including in a foreign language, will be doomed, speaking in terms of linguistic pragmatics, to communicative failure. Nonverbal communication plays both the role in accompanying verbal speech and the role in filling communicative pauses. In the structure of communicative competence, nonverbal communication skills tend the most towards the social and cultural component of the concept of communicative competence. It contains not only the semes "to speak in a foreign language", but also the semes "to behave like a foreigner", "to think like a foreigner". As a result, the general term of communicative competence is comprehensive and refers to the level of language proficiency, as well as skills of using the language in real-life situations in order to meet a range of communicative needs.

Jetesbaevna (2020) considers the communication process of language in foreign language teaching within the context of communicative-cumulative methodology. The necessity and appropriateness of the use of cognitive or cumulative component in the structure of formation of communicative foreign language competence of students is stated. Cazden (2017) focuses on issues concerning interrelations between the academic performance of students and their level of communicative competence.

Eghtesadi (2017) studies how, with the change of educational vectors of Iran (under the influence of globalization processes), the approaches to foreign language learning transformed in the direction of developing foreign language verbal skills through the application of Communicative Language Teaching (CLT) techniques. However, the emphasis is placed on how teachers of different educational levels, especially those who have become accustomed to traditional methods of teaching a foreign language, adapt to CLT techniques. Such a perspective is significant too, because very often the immaturity of communicative competence of students of HEIs results from the immaturity of university models of effective, pragmatic and practical teaching of a foreign language. Thus, a passive teacher will stimulate the same behaviour pattern of students. Of course, the attractiveness of traditional teaching models can be explained by the fact that they are at least energy-effective, it is easier to test / evaluate students' skills within their terms. While CLT technologies require the teacher and students to be in constant active search, tone, mode of maximum speech interaction using all possible means of communication.

Jovanovic's (2016) research perspective is quite original, as it draws attention to the fact how language teaching methodologies, in particular teaching communicative competence, in general affect philology as a science of language in the broadest sense.

Studies by Hussein and Elttayef, (2016) Elbashear, (2017) Hussein, (2018) Hussein, Albakri and Seng, (2020) Nguyen, H. T. Pham and T. M. Pham (2017) and Poolsawad, (2015) in contrast to those previously described, are of an experimental and applied nature. Hussein and Elttayef (2016) demonstrate the positive effect of using Skype for the development of discursive communicative competencies. Hussein (2018) proves that the use of authentic language materials in teaching students improves the level of communication skills and competence. Similar theses dominate in the work by Elbashear – (2017) in the context of using authentic works of literature. The research of Nguyen, H. T. Pham and T. M. Pham (2017) consists in studying the potential for input enhancement and recast in teaching various aspects of language pragmatics while learning a foreign language. The formative experiment consisted of targeted application of visually enhanced pragmatic input and recasts of students' errors of form and meaning. The method showed qualitative achievements in the pragmatics of the use of a foreign language, which stimulates further studies of the proposed experimental paradigm. The effectiveness of application of pragmatic instruction to increase communicative competence is also considered in the work by Hussein, Albakri and Seng (2020).

Poolsawad (2015) develops a model for diagnosing communicative competence in English by 9th grade students. The research included such components of communicative competence as grammatical knowledge (vocabulary – the speaker's ability to correctly use their own vocabulary in accordance with the purpose and features of the communicative situation; syntax – the speaker's ability to organize words into phrases, sentences, text); sociolinguistic knowledge (the ability to use the language in accordance with the social context: factors of age, gender, status and relationship with the communicant; the speaker adheres to stylistic relevance and uses a polite, tolerant style of communication). Approximately the same range of communicative foreign language competencies was diagnosed in the course of the research conducted within the terms of preparation of our intelligence.

In the course of the research of the issue concerning the formation of foreign language communicative competence, some vagueness of the term (competence/competency) has been revealed, particularly concerning its scope and structure. However, there are even more questions regarding the search for optimal diagnostic techniques to identify the level of maturity of foreign language communicative competence and a holistic, constructive approach to its formation at the stage of study at the university. However, the test questionnaires by Halupka-Rešetar (2019) and Kwon (2004) seem to us to be the most optimal and will be used in the context of this research.

3 Aims

The research objective consists in a comprehensive theoretical and experimental study of the problem of forming foreign language communicative competence of students of higher education institutions (on the basis of English as a foreign language). This objective provides for the performance of the following research tasks:

1. theoretical analysis of the concept of foreign language communicative competence;
2. diagnostics of the level of maturity of communicative competency by means of ascertaining experiment;
3. identification of ways of improving foreign language communication skills within the context of university training.

4 Methods

The research was organized and conducted through the activities of the Department of English and German Philology and Translation named after Professor I. V. Korunets at Kyiv National Linguistic University.

To achieve the research objective, the following research methods were used:

▪ study and analysis of theoretical and practical works in the field of linguistics, psychology, pedagogy, language pedagogy, foreign language teaching methods;
▪ observation of the teaching and learning process of the development of foreign language professionally-oriented communicative competence of first-year students of the Department of Interpretation and Translation Studies of Kyiv National Linguistic University in 035 Philology, specialization 035.041 Germanic Languages and Literatures (translation included), first – English; educational and professional program: English language and literature, second foreign language, translation;
▪ ascertaining experiment: the diagnostic model contained questionnaires and testing of first-year students of the

specified specialty, as well as the qualitative and quantitative analysis of the received data;
▪ statistical and mathematical treatment of experimental data and their analysis;
▪ method of generalization – when drawing conclusions from the conducted research.

In order to determine the level of maturity of communicative competence, the stage of completion of the first-year course by students was chosen (after the second examination-and-test session). Thus, the ascertaining experiment covered the diagnostics of communication skills of the students, who became applicants for the specialty in the 2019-2020 academic years. It involved students from one academic group of 30 people. In 2019, the average score of the EIE to enter the university on a budgetary basis was 186.02, on a contractual basis – 160.41 (and the certificate on the principal subject – English – was of the highest priority k=0.40, when enrolling). Thus, students with an initially high level of English language proficiency were enrolled according to the criteria of the school educational program.

We consider questionnaires and testing at this stage appropriate for several reasons:

▪ during the first year of studies, both applicants and teachers of the group had the opportunity to further align and improve the entry level of communicative competency of students;
▪ the diagnostics will allow to determine the existing level of communicative competence and work out a strategy for further improvement for the next years of studies.

A comprehensive approach based on the author's technique Individual Entrance Questionnaire on Communicative Competence, the techniques by Halupka-Rešetar – (18) Tests on EFL pragmatic competences and the technique by Kwon (22) was chosen for the conduction of the ascertaining experiment. The detailed analysis of the techniques and the method of their application are described in Table 1, the full text of the techniques is contained in the relevant appendices.

Table 1. Diagnostic techniques

	Individual Entrance Questionnaire	Test on EFL pragmatic competence in:					
		Using impolite address forms	Producing suggestions	Responding to compliments	Conversational implicatures	Production of requests	Production of refusals
How to refer	Appendix						
	A	B	C	D	E	F	G
Aim	To determine the level of conscious attitude to the communicative competency of the student and his/her activity/ passivity (The technique of evaluation of a particular test was as follows: question "What do you (as a language learner) think is the goal of language course?" // Answers like "To learn grammar and vocabulary of the language" are	To find out what are the verbal reaction to people who have hurt physically and/or emotionally	To find out what strategies learners of English use to make suggestions in various situations	To find out what are the verbal reaction to compliments	Using the example of the described dialogically communicative situations, to determine the correctness of students' understanding of figurative (or non-literal) language	To find out what are the verbal reaction to requests	To find out what are the verbal reaction to refusals

	regarded as problematic in terms of language competence understanding. A model of positive answer is like "To improve skills of freely communication using foreign language"))				
Author	Author's model	Halupka-Rešetar (18) (adapted)			Kwon (22) (adapted)
Time		*40 min.*			*20 min.*
Proce-ssing of the obtained results	8 points for each question (12*8) + 4 points for the evaluation of spelling literacy and lexical diversity of answers in general for the test.	2 points for each answer *often* and 1 point for *sometimes* *(Block 1: 9 points); Block 2: 23*2; 46 max); Block 3: 5 points maximum for each situation (9*5; 45 max). 100 points max for the test*	5 points for each correct answer (20*5). *100 points max for the test*	16 points for each situation (6*16) + 4 points (literacy and lexical diversity)	8 points for each question (12*8) + 4 points for the evaluation of spelling literacy and lexical diversity of answers in general for the test.
	Max points for each test – 100 points *7 Questionnaires * 100 = **700 points** max as a results of the whole ascertaining experiment*				

Diagnostic works of the students were encrypted in order to avoid subjective evaluations when measuring the achieved results (especially during the processing of questionnaires).

Tests to determine pragmatic competencies will also be appropriate for communicative competencies, as pragmatic competence is defined as concerning two important aspects of communicative use of the language, namely:

▪ interrelations between speech signals and their referents (functional knowledge);
▪ users of language and context of communication (sociolinguistic competences).

In the selection of diagnostic techniques and in the operation of the concept of "communicative competence", the authors used the structure by Celce-Murcia, Dörnyei and Thurrell, (1995) on the basis of which they proposed their own model of communicative competence Fig. 1.
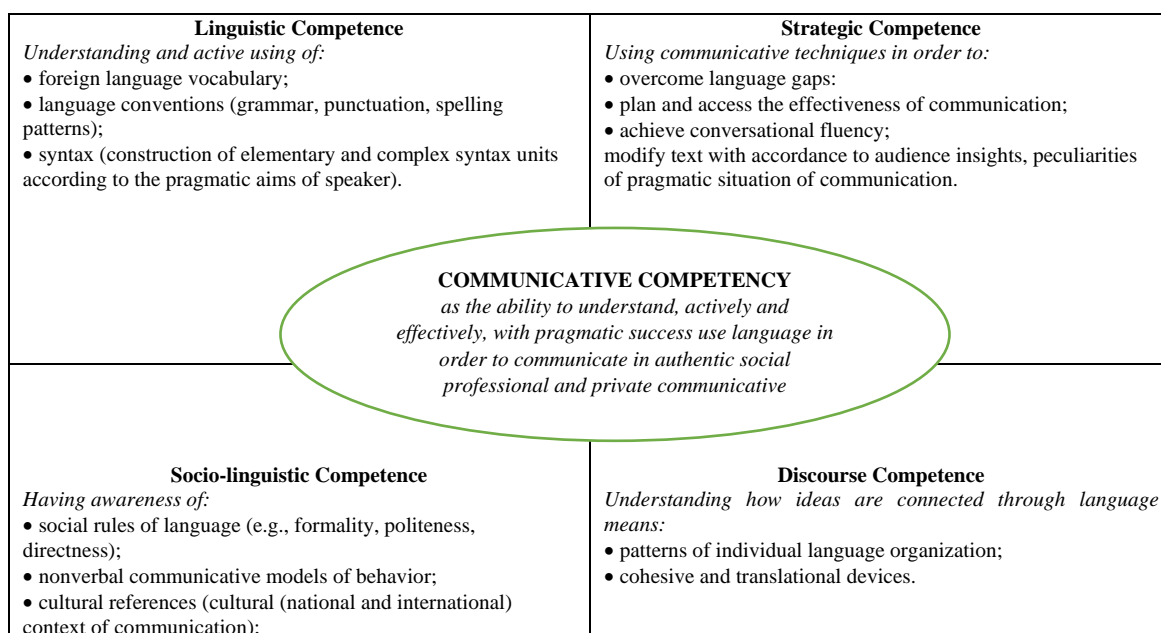
Linguistic Competence
Understanding and active using of:
• foreign language vocabulary;
• language conventions (grammar, punctuation, spelling patterns);
• syntax (construction of elementary and complex syntax units according to the pragmatic aims of speaker).

Strategic Competence
Using communicative techniques in order to:
• overcome language gaps:
• plan and access the effectiveness of communication;
• achieve conversational fluency;
modify text with accordance to audience insights, peculiarities of pragmatic situation of communication.

COMMUNICATIVE COMPETENCY
as the ability to understand, actively and effectively, with pragmatic success use language in order to communicate in authentic social professional and private communicative

Socio-linguistic Competence
Having awareness of:
• social rules of language (e.g., formality, politeness, directness);
• nonverbal communicative models of behavior;
• cultural references (cultural (national and international) context of communication);

Discourse Competence
Understanding how ideas are connected through language means:
• patterns of individual language organization;
• cohesive and translational devices.

Fig. 1. Interrelations of basic structures of communicative competency
Source: Developed by the authors based on the generalization of literature review results and own inferences.

Fig. 1 shows how the authors differ the concepts of competency / competence: linguistic competence, strategic competence, sociolinguistic competence, discourse competence together are the structural components of the general concept of communicative competency. Within the context of the given research, these concepts are in a logical interrelation "Communicative Skills" → "Communicative Competeney" " Communicative Competence", which forms the basis of the experiment. The ascertaining experiment took 3 days. Day One – Individual Entrance Questionnaire and instructions on techniques of performing tasks. In the days that followed, the respondents passed 3 test techniques in a day.

5 Results

Careful examination of the formation of communicative competence of students of HEIs allows us to state that the problem of insufficient maturity of foreign language communicative competence of students is relevant to a wide range of universities, often regardless of the level of economic development of the country, level of EIE of the country in the world rankings of universities. However, the problem of low level of maturity of communicative competence is especially acute for developing countries, in particular those with limited international contacts, and a foreign language (most often English) does not have enough scope there. The transition of a foreign language to passive use negatively affects communicative competence of persons who speak the language as a second or foreign language. In addition, the observation of the teaching and learning process, as well as reflections of the respondents in the course of the entrance questionnaire conducted within the context of this research, revealed that university teachers abused of traditional passive and reproductive models of teaching a foreign language with a focus on grammar and other theoretical issues of foreign linguistics. Such approaches are completely inapplicable: the image of a university graduate who, in theory, masters all the rules of formation of English tenses, but does not understand the living oral and written speech of native speakers and is unable to respond verbally in communicative situations (even to meet

his/her own needs, not to mention the professional use of the language) is almost iconic.

All this constitutes a serious threat and is a precaution stimulating enhanced control over the formation of communicative competence of applicants of HEIs. A differentiated approach to the interpretation of the concepts of communicative competencies and communicative competence allows to clearly distinguish competencies, which are concretized components of the general concept of competence. The basis for the formation of communicative competence is language competency, which structurally consists of a thorough understanding of peculiarities of language organization and skills of using language units in accordance with literary norms and language pragmatics.

Moreover, observations of the process of formation of foreign language communicative competence prove that an important prerequisite for its maturity are also psychological personality traits, which in general demonstrate sociability of a person, ability to keep the communicative situation under control and spontaneously select the necessary communicative verbal and nonverbal means, which would help to achieve the communicative pragmatic goal, staying in a positive, tolerant emotional field with the interlocutor. The reticence of a person, fear of making a mistake, unwillingness to open their mind to the interlocutor, lack of interest in communication will a priori doom the communicative situation to pragmatic failure even with a virtuosic foreign language mastery.

That is why the techniques applied to diagnose communicative competence of students of HEIs within the framework of the ascertaining experiment were built in such a way as to cover the range of factors, which have a positive or negative impact on the manifestation of communicative competence, to the fullest extent possible.

The results of the diagnostics of communicative competence of students are generalized in Table 2.

Table 2. Generalized results of ascertaining experiment on diagnostics of communicative competence of university students

No of the resp.	Ind.Entr. Quest.	Test on EFL pragmatic competence in:						Total Score	% of EFL communicative competence
		Using impolite address forms	Producing suggestions	Responding to compli-ments	Conver-sational implica-tures	Production of requests	Production of refusals		
1	98	76	56	67	87	43	74	**501**	**72%**
2	67	78	76	56	59	72	83	**491**	**70%**
3	41	52	58	61	64	73	75	**424**	**60%**
4	84	95	85	84	89	91	78	**606**	**87%**
5	67	61	69	72	59	50	66	**444**	**63%**
6	85	81	79	80	90	93	87	**595**	**85%**
7	55	67	84	58	47	66	69	**446**	**64%**
8	68	67	66	72	78	59	61	**471**	**67%**
9	83	88	86	89	81	82	86	**595**	**85%**
10	76	75	77	79	86	82	75	**550**	**79%**
11	75	77	86	82	80	77	88	**565**	**80%**
12	88	96	85	82	89	93	78	**611**	**87%**
13	59	55	59	62	64	65	68	**432**	**61%**
14	90	90	92	91	93	89	87	**632**	**90%**
15	91	95	83	84	89	91	79	**612**	**87%**
16	74	68	69	87	79	87	90	**473**	**68%**
17	89	72	95	91	93	86	87	**613**	**88%**
18	82	95	87	86	89	91	87	**617**	**88%**
19	76	77	69	88	91	62	80	**543**	**78%**
20	69	60	69	71	59	52	64	**444**	**63%**
21	78	72	78	75	69	64	76	**512**	**73%**
22	72	77	89	91	88	79	80	**504**	**72%**

23	87	85	76	59	72	61	69	**509**	**73%**
24	86	62	87	90	87	91	89	**592**	**85%**
25	75	73	71	69	68	66	81	**503**	**72%**
26	90	88	92	92	93	85	89	**629**	**90%**
27	67	51	69	68	59	56	66	**436**	**62%**
28	78	79	87	86	89	91	85	**595**	**85%**
29	79	72	76	77	89	65	81	**539**	**77%**
30	95	91	90	88	85	92	91	**541**	**77%**
							Averagely	**534**	**76%**

According to the processing of the results, the highest level of maturity of communicative competencies among the surveyed respondents is 90%, the lowest - 60%. The difference between them of 30% is significant and indicates a generally significant variability of results. For first-year students, this may be the norm. In the future, it is necessary to apply didactic strategies to overcome the existing difference in the level of maturity of communicative competencies in the direction of its maximum possible improvement of all respondents.

We further propose to generalize the obtained results according to the quality level (Table 3).

Table 3. Qualitative generalization of the obtained results

EFL communicative competence result, %	Quality level	Number of respondents	Number of respondents, %
90-100%	high level	2	6,7%
75-89%	sufficient level	12	40%
60-74	satisfactory level	16	53,3%
≤59	unsatisfactory level	-	-

A significant predominance of respondents with a satisfactory level of maturity of EFL communicative competence allowed to identify the problem of insufficient maturity of foreign language communicative competence. Also, comparing the test results with the data of the entrance questionnaire has allowed to establish that two respondents, who demonstrated a high level of EFL communicative competence, had a contributing favourable factor: both were abroad in an English-speaking environment for more than 3 months. On the other hand, the absence of respondents with an unsatisfactory level of EFL communicative competence (in part due to the selection of entrants with a high level of school knowledge of English according to the EIE) indicates a positive potential for the formation of EFL communicative competence during the following courses of studies subject to active application of tactics of stimulation and appropriate level of motivation of students, stability of professional orientation of a person, etc.

The analysis of the literature on the topic, the author's own observations on the effectiveness of teaching techniques, the analysis of student questionnaires (Individual Entrance Questionnaire; questions 10-12: What learning assignments do you treat as the most effective in terms of foreign language communicative proficiency improving? What is your personal approach to self-improvement of foreign language communicative proficiency? How university programs and ways of teaching might help you to overcome foreign language communicative barriers?) allow us to conclude that the most effective instruments for forming a high level of communicative competence are:

▪ use of audiovisual aids;
▪ use of authentic texts;
▪ method of situation modelling;
▪ emphasis on group work with opportunities for enhanced communicative interaction;
▪ stimulation of productive and reproductive language techniques with the predominance of the first ones;
▪ encouragement of scientific (writing scientific papers in English and active participation in conferences, round tables, scholarly discussions) and creative activities of students;
▪ virtual communication with a pen-friend or friends from social networks: written speech and video communication.

if possible: study tours abroad, communication with native speakers in terms of university student exchange programs.

6 Discussion

The effectiveness of mastering a foreign language is significantly increased if the learning aim consists in the formation of foreign language professionally-oriented competence with consistent tactics of practicing communicative competencies (Halupka-Rešetar, 2019; Aguirre, 2013). Foreign language professionally-oriented competence is an integral quality of a person, who acquires professional knowledge and trains practical skills in the field of a foreign language. However, the success of methods of forming foreign language communicative competence of university students will be high only under the accompanying conditions of motivation for learning activity, (Jovanovic, 2016) conscientious attitude to learning, maturity of professionally significant personal qualities of the student and behavioural characteristics ensuring future successful foreign language professional activity and application of a foreign language to meet personal communication needs (Ghanem, 2017; O'Dowd, 2018).

The analysis of the research results of the scientists Hussein and Elttayef, (2016) Hussein, (2018) Hussein, Albakri and Seng, (2020) Huang, (2018) Avgousti, (2018) the conducted research and the consequences of the ascertaining experiment showed that the process of purposeful formation of foreign language professionally-oriented competence of students of language departments of HEIs should rely upon methods based on an interactive approach and modernized content of learning materials and technical teaching aids.

An important psychological factor in improving foreign language communicative competence of students of HEIs is overcoming the fear of making a mistake (Al-niaima, 2018; Gałajda, 2017; Jetesbaevna, 2020). In light of this, there is a need to verify approaches to evaluation. At some point of university education, the emphasis should be placed on the communicative component of foreign language teaching, rather than speech literacy. We believe that the process of language acquisition should be conducted in this way. Otherwise, a psychological communication barrier will be formed, and the process of overcoming it will take much more time and effort than mastering the most difficult grammatical topic.

The process of transformation of linguistic knowledge into communicative competence occurs every time a person, who acquires linguistic skills, manages to apply them effectively, correctly and relevantly in accordance with the communicative context (Ahmed & Pawar, 2018; Bagarić & Mihaljević Djigunović, 2007). Moreover, based on the generalization of the

obtained results of the research, we consider it appropriate to introduce the concept of foreign language communicative orientation to outline the stability, continuity and ascending evolutionary development of foreign language communicative competence with projection on lifelong learning and deep learning technology.

7 Conclusion

Consideration of the main characteristics of the process of teaching a foreign language to students of philology and the results of the ascertaining experiment with a wide range of diagnostic techniques allowed us to talk about a departure from the traditional rigid disciplinary model of foreign language teaching in favour of adaptive competence model, which is fundamental for today's higher education. This requires strengthening the socio-pedagogical and professional competence of the student, the harmonious development of communicative competencies. The formation of foreign language professionally-oriented communicative competence of students of philology can be successful provided that the following didactic conditions are taken into account:

▪ the aim and predicted result of learning is the formation of foreign language professionally-oriented communicative competence in the unity of competencies, which are its structural components;
▪ in the process of formation of foreign language professionally-oriented communicative competence of students of language specialties, the interactive approach and motivational technologies are fundamental;
▪ the selection of learning material should be based on relevant topics, the interactive approach should rely upon realistically simulated communicative situations, active use of audiovisual, written, printed language materials, the most frequent and regular involvement of native speakers in learning activities of students;
▪ the maturity of communicative competence implies a balance of both speech literacy and speech virtuosity, the ability to respond to the communicative situation spontaneously, instantly with the help of relevant means of verbal communication;
▪ communicative competencies are not isolated and closely interact with psychological, pedagogical and subject competences.

Communicative competence structurally consists of at least linguistic (grammatical) competency, sociolinguistic competency, discursive competency and communicative strategies – strategic competency. The communicative approach should be based on the communicative professional and personal needs of the student. In the early stages of learning a foreign language, it is necessary to make optimal use of those aspects of communicative competence that the student has formed during the acquisition and use of the native language. If a student has a priori personal problems related to communicative competence as such, any pedagogical tactics to stimulate foreign language communicative competence will be ineffective. In this case, the first step is to overcome psychological barriers to communication.

The obtained research results can be used to observe the process of formation of foreign language communicative competence of students, and methods of stimulating foreign language communicative competence – when developing study programs and directly in the organization of the educational process in universities for students of language specialties.

Further research on the topic may relate to the experimental study of the effectiveness and relevance of specific pedagogical tactics to improve the quality and resistance of foreign language communicative competence. In addition, it is advisable to diagnose the level of maturity of foreign language communicative competence of teachers, as the research has shown that the <u>low</u> level of foreign language communicative

competence is often determined by the low level of its maturity of teachers (especially in the conditions of dominance of traditional models of foreign language teaching).

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Primary Paper Section: A

Secondary Paper Section: AM, AI

<div align="right">**APPENDIX A**</div>

INDIVIDUAL ENTRANCE QUESTIONNAIRE
in order to identify the level of conscious attitude to the communicative competence of the student and activity / passivity in improving the communication skills of a foreign language

Instructions: as part of a research project, we would like you to complete the following questionnaire about your pragmatic competence in using English. Your answers will help us ensure the accuracy of the data. You do not need to write down your name. The information obtained will only be used for the purposes of academic research.

- Age:
- Sex: male   female *(circle).*
- Education:
- Have you spent extended periods of time (over 3 months) in an English-speaking country? If yes, where and how long? What mark did you get in your last exam in English language skills? *(please circle)*
- 90-100 (A);
- 82-89 (B);
- 74-81 (C);
- 64-73 (D);
- 60-63 (E),
- less
- Level of proficiency in English:
- B1
- B2
- C1
- C2 (circle).
1. How could you estimate you level of language proficiency?
2. How could you estimate you level of foreign language communicative proficiency?
3. Do you feel any problems while communicative in English with foreigners?
4. Describe spheres of your foreign language communicative confidence.
5. Describe spheres of your foreign language communicative lack of confidence.
6. What do you (as a language learner) think is the goal of language course?
7. What is your own goal as foreign language learner?
8. What is the difference between use language correctly and use language appropriately?
9. How do you understand the speaking model of language learning?
10. What learning assignments do you treat as the most effective in terms of foreign language communicative proficiency improving?
11. What is your personal approach to self-improvement of foreign language communicative proficiency?
12. How university programs and ways of teaching might help you to overcome foreign language communicative barriers?

<div align="right">**APPENDIX B**</div>

INDIVIDUAL QUESTIONNAIRE
on EFL pragmatic competence in using impolite address forms

Dear respondent, the aim of the following anonymous survey is to find out what your verbal reaction is to people who have hurt you physically and/or emotionally. Specifically, we are interested in the expressive language you (would) use to address someone who jumps out of the dark and frightens you on purpose: You, idiot! Or something else? I am not interested in exclamative sentences like Drop dead! Nor in swearwords so please do not use these in your answers.

Imagine you find yourself in the situations described below. Please write down how you would address the person who has hurt you. If you would prefer not to verbalize your thoughts, please put your address into parentheses. If you would not react at all, put a cross on the response line.

1. Here is an elderly lady queuing in front of you at the shop. She loses her balance and steps on your foot with her high heeled shoes.
_____
2. A young man bumps into you on the bus and knocks your bag off your shoulder. He does not apologize, in fact he acts as if nothing has happened.
_____
3. In the street, you see a boy spitting as he passes you by. Unfortunately, the spit hits your new shoes.
_____
4. You are sitting on a bench in the park. Two business people walk past the bench and the young man sitting next to you makes a rude but loud remark about them. When the shocked people turn around, he says it was you who behaved inappropriately.
_____
5. The phone rings. You pick it up only to learn from the police captain at the other end of the line that your father has been beaten up badly and is being taken to hospital. Before you come to your senses, you hear the alleged police captain roaring with laughter – you have been scammed.
_____
6. You are standing at the bus stop. An elderly lady approaches you but rather than chatting about the weather she asks you why you have such dark rings around your eyes – do you have a sleep disorder?
_____
7. You are walking down the street when suddenly, two boys jump out from behind the corner, screaming at you. They frighten you to death.
_____
8. You are driving to work/school. The police stop your car because, apparently, you forgot to switch on the headlights. They inform you that the fine for this amounts to 10,000 RSD. You are baffled and ready to argue because you remember having switched the lights on. At this point, the police officers grin at you and tell you that they were joking, you may go.
_____

9. Your mother's boss asks you to translate four pages of text for him as he doesn't speak a word of English. You accept the job and finish it the next day. You send a mail with the translation only to be informed that you will not be paid because your customer is not satisfied with the quality of the work you did.
_____

10. You are at the doctor's with your 7 year-old brother Tommy, who should be vaccinated. When the doctor approaches the little fellow with a syringe in his hand, Tommy kicks the doctor in the shin.
_____

11. Two girls pass you by in the street as you are walking your lovely little dog. One of the girls says "Look at that ugly dog!", loud enough for you to hear her comment.
_____

12. You are queuing at the box office. The young woman standing behind you sneezes on you without covering her mouth.
_____

APPENDIX C

INDIVIDUAL QUESTIONNAIRE
on EFL pragmatic competence in producing suggestions

Dear Informant, thank you for your time and help. This is an anonymous questionnaire, the aim of which is to find out what strategies learners of English use to make suggestions in various situations.

Please read the following situations in which you are expected to make a suggestion to the interlocutor. Please write the exact words you would say in the given situation.

1. You are sitting in the classroom, waiting for the class to begin. One of your groupmates walks into the classroom and sits right in front of you. You notice that the price tag of his T-shirt has not been removed and it can be easily seen. What do you say to him?
You: _____

2. Your 8-year-old cousin confesses to you that the children at school often make fun of the fact that she has freckles. What suggestion do you make in this situation?
You: _____

3. You younger brother is rather overweight. In an attempt to impress the girl he likes, he puts on a pair of really tight jeans that do not suit his figure. What suggestion do you make in this situation?
You: _____

4. A lecturer who you are not very close with is a heavy smoker. You think that he should stop smoking. While you are talking with him, he smokes again. What suggestion do you make in this situation?
You: _____

5. You go to a restaurant to have lunch. You are very disappointed when you taste what you have ordered because it tastes terrible. A fellow student who is not very close with you enters the restaurant. What suggestion do you make in this situation?
You: _____

6. A little boy you don't know stops you in the street to ask for directions. While explaining to him which road to take, you notice that his flies are undone. What suggestion do you make in this situation?
You: _____

7. A professor whom you know quite well asks you to help her with a presentation. She has to present an important research article in a conference next week. She knows that you are very good at using presentation software, so she asks you for suggestions.
You: _____

8. You see one of your new classmates working in the library very late in the evening, browsing the Internet in order to find new information about electronics. You have just met him but you can tell that he looks very tired. What suggestion do you make in this situation?
You:_____

9. You go to a sweets shop and buy some delicious looking sweets. You are very disappointed when you taste them because they taste awful. A little girl whom you don't know comes to buy the same sweets. What do you suggest to her?
Girl: What delicious looking sweets!
You: _____

10. You see your language instructor working in the department office. She looks ill and clearly does not feel very well. What do you say in this situation?
You: _____

11. You're at a grocery store with your neighbour. She is about to buy some potato chips which are on sale. You notice that the expiry date is September 2015; this is March 2016. What do you suggest to her?
You: _____

12. In a bookshop, you run into a lecturer whom you are not very close with. She is about to buy an expensive book about research methods. Nevertheless, you know that the book costs less in another bookshop. What do you say to the lecturer?
You: _____

APPENDIX D

INDIVIDUAL QUESTIONNAIRE
on EFL pragmatic competence in responding to compliments

Please indicate your answer to the questions below using the following scale:
1 – often
2 – sometimes
3 – never

Block 1
How often do you compliment people in English?_____

Block 2
Which of the following are you most likely to compliment people on?
_____ clothes

_____ accessories
_____ new car
_____ hairstyle
_____ eyes
_____ being physically fit
_____ passing an exam
_____ getting a promotion
_____ getting married
_____ other (please list: _____)

Which of the following people do you address compliments at?
_____ mother
_____ father
_____ sister
_____ brother
_____ female friend
_____ male friend
_____ boyfriend/girlfriend
_____ fellow student
_____ teacher
_____ boss
_____ female stranger
_____ male stranger
_____ other (please list: _____)

Block 3

Now read the following 9 situations and write a response in the blank after "you". The questions are meant to investigate how you respond to a compliment in the real world in your daily conversations.

1. You have given a presentation in an English class. After the presentation one of your classmates comes to you.
Groupmate: You did an excellent job! I really enjoyed your presentation.
You: _____

2. You are a teacher at a language school. You have invited a group of students to your house for coffee and cake that you baked.
Student: I didn't know you were such a good cook! This cake is delicious!
You: _____

3. You work at an international company. After a business meeting with clients your boss approaches you.
Boss: This jacket looks amazing on you!
You: _____

4. You are a teaching assistant at a university department. One of your students approaches you after class.
Student: Your boots are absolutely gorgeous! I wish they were mine!
You: _____

5. You have just had your hair cut in a fashionable style and you bump into a friend in the street.
Friend: That haircut makes you look great! You look a lot younger!
You: _____

6. You started a computer course three months ago. At the end of a lesson your teacher comes up to you.
Teacher: You seem to be very intelligent and you certainly have a flair for computers. And I have noticed that you show a lot of interest in what we do in the lessons.
You: _____

7. You are wearing a new Rolex watch. You meet a friend at your office.
Friend: Wow! What a nice watch! I wish I had one like that!
You: _____

8. You have been appointed sales manager of a large department store recently. You are out of office with a group of colleagues. One of your employees says:
Employee: You've got beautiful eyes.
You: _____

9. The company you have just started working for has arranged an outing for employees. You arrive at the meeting point driving your father's Porsche. Your boss is surprised.
Boss: Now that's a car! I wish I had one like that!
You: _____

APPENDIX E

TEST ON UNDERSTANDING CONVERSATIONAL IMPLICATURES

Thank you for being willing to take this anonymous test. The results of the test will be used for research aimed at determining the ability of learners of English to understand non-literal (figurative language uses words in a way that deviates from their conventionally accepted definitions in order to convey a more complicated meaning or heightened effect) language.

The test consists of several background questions, followed by 20 multiple-choice questions.

Please read carefully the following situations and answer each question by circling ONE of the answers listed (a-d).
1. As Hank is walking along Green Street, a car slows down beside him and the driver, a stranger, rolls down the window and speaks to him.
Stranger: Excuse me. Could you help me? I'm almost out of gas.
Hank: Sure. There's a gas station about 3 blocks on down the street on your right.
What does the stranger mean?
a. She is asking for the nearest gas station.
b. She needs Hank's help to fill the gas tank.
c. She has got lost in this city and is asking for direction.

d. Her car has broken down and she is asking for the nearest garage.

2. As Carrie is preparing for dinner in the kitchen, her son, Jerry, comes to her.

Jerry: Mom, you know Shrek?

Carrie: Jerry, I'm busy.

What does Carrie probably mean?

a. She does not want to listen to Shrek's story.

b. She thinks Jerry can play with Shrek.

c. She asks Jerry to help her fix dinner.

d. She likes Jerry to tell her more about Shrek.

3. Linda and Al are having lunch at the campus cafeteria.

Linda: The Beetles are coming this Saturday.

Al: I have two term papers due next Monday.

What does Al mean?

a. He thinks Linda will help him write his term papers.

b. He has no idea about who the Beetles are.

c. He wants to discuss the Beetles in his term papers.

d. He is unable to go the Beetles show with Linda.

4. Frank wants to know what time it is, but he doesn't have a watch.

Frank: What time is it, Helen?

Helen: The postman has been here.

What does Helen probably mean?

a. She is telling him approximately what time it is by telling him that
the postman has already been there.

b. By changing the subject, Helen is telling Frank that she doesn't know
what time it is.

c. She thinks that Frank should stop what he is doing and read his mail.

d. Frank will not be able to interpret any message from what Helen
says, since she did not answer his question.

5. Jack is talking to his housemate Sarah about another housemate, Frank.

Jack: Do you know where Frank is, Sarah?

Sarah: Well, I heard music from his room earlier.

What does Sarah probably mean?

a. Frank forgot to turn the music off.

b. Frank's loud music bothers Sarah.

c. Frank is probably in his room.

d. Sarah doesn't know where Frank is.

6. John and Tanya are professors at a college. They are talking about a student, Mark.

John: How did you like Mark's term paper?

Tanya: Well, I thought it was well typed.

How did Tanya like Mark's term paper?

a. She liked it; she thought it was good.

b. She thought it was important that the paper was well typed.

c. She really hadn't read it well enough to know.

d. She did not like it.

7. Toby and Ally are trying the new buffet restaurant in town. Toby is eating something but Ally can't decide what to have next.

Ally: How do you like what you're having?

Toby: Well, let's just say it's colorful.

What does Toby probably mean?

a. He thinks it is important for food to look appetizing.

b. He thinks food should not contain artificial colors.

c. He wants Ally to try something colorful.

d. He does not like his food much.

8. Maria and Frank are working on a class project together but they won't be able to finish it by the deadline.

Maria: Do you think Dr. Gibson is going to lower our grade if we hand
it in late?

Frank: Do fish swim?

What does Frank probably mean?

a. He thinks they should change the topic of their project.

b. He thinks they will get a lower grade.

c. He thinks their grade will not be affected.

d. He did not understand Maria's question.

9. Jenny and her housemate Darren go to college in Southern California.
They are talking one morning before going to class.

Jenny: Darren, is it cold out this morning?

Darren: Jenny, it's August.

What does Darren probably mean?

a. It's surprisingly cold for August.

b. It's so warm that it feels like August.

c. It's warm like usual in August.

d. It's hard to predict the temperature in August.

10. Max and Julie are jogging together.

Max: Can we slow down a bit? I'm all out of breath.

Julie: I'm sure glad I don't smoke.

What does Julie probably mean?

a. She doesn't want to slow down.

b. She doesn't like the way Max's breath smells.

c. Max is out of breath because he is a smoker.

d. Max would be even slower if he smoked.

11. At a recent party, there was a lot of singing and piano playing. At one point, Matt played the piano while Brian sang. Jill was not at the party, but her friend Linda was.

Jill: What did Brian sing?

Linda: I'm not sure, but Matt was playing "Yesterday".

What does Linda probably mean?

a. She was only interested in Matt and didn't listen to Brian.

b. Brian sang very badly.

c. Brian and Matt were not doing the same song.

d. The song that Brian sang was "Yesterday".

12. During a coffee break, Sue is talking to her co-worker Brian about their supervisor, Mrs. Jenkins.

Sue: I do think Mrs. Jenkins is an old windbag, don't you?

Brian: Huh, lovely weather for March, isn't it?

What does Brian probably mean?

a. He thinks weather in this season is nice.

b. He thinks it is not good for Mrs. Jenkins to take a walk outside in a windy day.

c. He does not want to talk about Mrs. Jenkins.

d. He knows Mrs. Jenkins promised to give Sue a nice raise in March.

13. Mike is trying to find an apartment in New York City. He just looked at a place and is telling his friend Jane about it.

Jane: So, is the rent high?

Mike: Is the Pope Catholic?

What does Mike probably mean?

a. He doesn't want to talk about the rent.

b. The rent is high.

c. The apartment is owned by the church.

d. The rent isn't very high.

14. After Jill has withdrawn money from an automated teller machine, her friend Mike approaches her.

Mike: Jill, I need some cash.

Jill: Your credit card also works on this machine.

What does Jill probably mean?

a. She suggests Mike to use his bank card to withdraw some money.

b. She thinks Mike can buy what he wants using a credit card.

c. She does not plan to lend money to Mike.

d. The automated teller machine offers an on-line shopping service.

15. Larry and Mary are talking about a test they recently took.

Mary: Do you think you got an "A" on the test?

Larry: Do chickens have lips?

What does Larry mean?

a. He doesn't want to talk about the subject.

b. His answer to Mary's question is "no".

c. He is not sure what grade he could get on the test.

d. He is curious whether chickens have lips.

16. Lee has spent a lot of money on a new sweater and he asks his friend, Sam, about it.

Lee: How do you like my new sweater?

Sam: It's an interesting color.

What does Sam mean?

a. He doesn't like the sweater.

b. He is interested in the color of the sweater.

c. He thinks it's boring to discuss the sweater.

d. He thinks Lee is color-blind.

17. Two friends, Maria and Tony, are talking about what happened the night before. They had dinner with Sean, a friend of theirs, in a little town just outside Philadelphia. Then, after dinner, Sean left and got into trouble. Now, this morning, Maria and Tony are trying to figure out what Sean did after he left them.

Maria: Hey, I hear Sean went to Philadelphia and stole a car after he left us last night.

Tony: Not exactly. He stole a car and went to Philadelphia.

Maria: Are you sure? That's not the way I heard it.

What actually happened is that Sean stole the car in Philadelphia.

In that case, which of the two friends has the right story—Maria or Tony?

a. Maria.

b. Tony.

c. Both are right. Since they are both saying essentially the same thing, they really have nothing to argue about.

d. Neither of them has the story right.

18. Pat is in a store, looking around, confused.

Clerk: May I help you?

Pat: _____.

Clerk: It's over there by the back entrance – on your right…

What does Pat probably say?

a. Yes, please. I'd like to buy some toothpaste.

b. Hi. Do you have size C flashlight batteries?

c. Hello. I am just calling to ask if you have Marlboros.

d. I have had a serious headache for two days.

19. Hilda is babysitting her two nephews, Tommy and Frankie at home.
Her friend, Peter, calls her up and makes a suggestion.

Peter: Let's get the kids something.

Hilda: Okay, but I veto I-C-E C-R-E-A-M.

What does Hilda mean?

a. She teaches the two boys to spell out ice cream.

b. She would rather give the kids a surprise.

c. She would rather not have ice cream mentioned directly in the
presence or the children.

d. She gives the boys a guessing game. If they win, they can have ice
cream as an award.

20. Hilda is babysitting her two nephews, Tommy and Frankie at home.
The two boys' father, John, picks up the kids in the evening.

John: What did Tommy and Frankie do today?

Hilda: Boys are boys.

What does Hilda probably mean?

a. Tommy and Frankie were very energetic and helped her do a lot of
household chores.

b. Tommy and Frankie missed their parents so they spent the day
crying and nagging.

c. Tommy and Frankie had a very good appetite and had many meals
and lots of snacks.

d. Tommy and Frankie have the kind of unruly behavior we could
expect from boys.

APPENDIX F

TEST ON THE PRODUCTION OF REQUESTS

Imagine you are in an English-speaking country. Please complete the following dialogues/situations in the way you consider most suitable

1. You are terribly late for class. On the way to the university, you see your groupmate, Andy, who, it turns out, is also late for the same class as you. How do you ask for a ride?
You: _____

2. You call your friend Dennis. Dennis isn't home but you would like the person who answered the phone to tell Dennis something.
You say: _____

3. At work, you want a subordinate to work over the weekend so you can finish a project. What do you say?
You: _____

4. George is going to the library. You ask him to return a library book.
George: Well, I'll see you later. I've got to go to the library to return my books.
You: _____

5. Emmy, your niece is listening to music. The music is very loud and is disturbing you. What do you say to Emmy to get her to turn down the volume?
You: _____

6. Today you need to take a half-day leave to go to your friend's wedding party. What do you say to your boss?
You: _____.

APPENDIX G

TEST ON THE PRODUCTION OF REFUSALS

Please read the following 12 situations. After each situation you will be asked to write a response in the blank after 'You'.

1. You are the owner of a bookstore. One of your best workers asks to speak to you in private. Worker: As you know, I've been here just a little over a year now, and I know you've been pleased with my work.
I really enjoy working here, but to be quite honest I really need an increase in pay.
You: _____
Worker: Well … then I guess I'll have to look for another job.

2. You are a junior in college. You attend classes regularly and take good notes. Your classmate often misses class and asks you for the lecture notes.
Groupmate: Oh God! We have an exam tomorrow but I don't have notes from last week. I am sorry to ask you this, but could you please lend me your notes once again?
You: _____
Groupmate: Well … then I guess I'll have to ask someone else.

3. You are the president of a big printing company. A salesman from a printing machine company invites you to one of the most expensive restaurants, Lutece, in New York.
Salesman: We have met several times now, and I'm hoping you will buy my company's printing machine. Would you like to have dinner with me at Lutece to sign the contract?
You: _____

Salesman: Well … maybe we can meet another time.

4. You are an executive at a very large software company. One day the boss calls you into his office.

Boss: Next Sunday my wife and I are having a little party at my house.

I know it's sudden … but I'm hoping all my executives will be there with their wives/husbands. Will you come to the party?

You: _____

Boss: Well, that's too bad … I was hoping everyone would be there.

5. You are at a friend's house watching TV. Your friend offers you a snack.

You: Thanks, but no thanks. I've been eating like a pig and I feel just terrible. My clothes don't even fit me.

Friend: Hey, why don't you try this new diet I've been telling you about?

You: _____

Friend: Well … you should try it anyway.

6. Your boss just asked you to bring a report to him. You can't find the report on your desk because your desk is very disorganized. Your boss

walks over.

Boss: You know, maybe you should try to organize yourself better. I always write things down on a piece of paper so I don't forget them. Why don't you try it?

You: (However, you don't like the boss' suggestion.)

_____

Boss: Well … it was only an idea anyway.

7. You arrive home and notice that your cleaning lady is extremely upset. She comes rushing up to you.

Cleaning lady: Oh God, I'm so sorry! I had a terrible accident. While I was cleaning, I bumped into the table and your china vase fell and broke. I feel very bad about it. I'll pay for it.

You: (Knowing that the cleaning lady is supporting three children.)

_____

Cleaning lady: No, I'd feel better if I paid for it.

8. You teach English at a university. It is just about the middle of the semester now. One of your students asks to speak to you.

Student: Ah, excuse me, some of the students were talking after class yesterday. We kind of feel that the class would be better if you could give us more practice in conversation and less on grammar.

You: _____

Student: Well … it was only a suggestion.

9. You are at a friend's house for lunch. Friend: How about another piece of cake?

You: _____

Friend: Come on, just a little piece?

You: _____

10. A friend invites you to dinner, but you really don't like this friend's husband/wife.

Friend: How about coming to my house Sunday night? We're having a small dinner party.

You: _____

Friend: Well … maybe next time.

11. You've been working in an advertising company now for some time. The boss offers you an increase in salary and a better position,but you have to move to another town. You don't want to go. Today, the boss calls you into his office.

Boss: I'd like to offer you an executive position in our new office in Hicktown. It's a great town only 3 hours from here by airplane! And, your salary will increase with the new position.

You: _____

Boss: Well … maybe you should think about it some more before refusing.

12. You are at the office in a meeting with your boss. It is getting close to the end of the day and you want to leave the office.

Boss: If it's okay with you, I'd like you to spend an extra hour or two tonight so that we can finish up with this work. Can you stay little longer at the office?

You: _____

Boss: Well, that's too bad … I was hoping you could stay.