

## **FOREWORD**

Competence is built upon a range of knowledge and skills, and enables one to perform tasks successfully and effectively. In language education, communicative competence has long been identified as a major objective of learning. Reflecting the intricacies of human interactions and communication, communicative competence is a highly complex construct encompassing an array of sub-competencies such as linguistic skills and proficiencies, knowledge of sociocultural and sociopragmatic codes, and the ability to engage in textual and conversational discourse. Findings from research in second language acquisition, linguistics, cognitive psychology and other related disciplines have also pointed to the significance of other factors that can contribute to the attainment of communicative competence or are themselves desirable objectives of foreign language learning. These include such notions as autonomy, learning and metacognitive competence, intercultural competence, digital literacy, and teacher/learner beliefs and assumptions.

CLaSIC 2014 acknowledges the integral role that knowledge and skills play in the building up of competencies in foreign language education and provides a platform for researchers, scholars, practitioners and developers in the area of foreign language education to share and discuss findings and insights pertaining to the role and development of communicative competence, as well as other critical forms of knowledge, skills and competencies for foreign language teaching and learning. Many diverse sub-themes are also covered under the overarching theme and represent important areas which merit greater attention from language educators, such as Four skills of language learning, Grammar and vocabulary acquisition, Communicative competence, Culture-related competencies, Learner strategies and learner autonomy, Technology and language education, Pragmatics in language learning, Curriculum development and syllabus design, Assessment and evaluation, Teacher education, Motivational strategies, and Beliefs and assumptions.

We are delighted and grateful to see that many colleagues from around the world enthusiastically respond to our call for papers. Apart from the four invited keynote lectures by Professors Anna Chamot, Michael Levy, Rod Ellis, Naoko Taguchi, and a total of 205 presentation proposals were received. The selection task was challenging and difficult, but very rewarding at the same time. The number of papers selected for each sub-theme are as follows:

<b>Subtheme</b>	<b>Number of paper</b>
Assessment and education	6
Beliefs and assumption	12
Communicative competence	12
Culture-related competencies	9

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Curriculum development and syllabus design	5
Four skills of language learning	8
Grammar and vocabulary acquisition	14
Learning Strategies and learner autonomy	11
Motivation strategies	5
Pragmatics in language learning	3
Teacher education	6
Technology and language education	9
Other topics	1

CLaSIC 2014 will also host the Fourth Asia-Pacific Symposium for the Teaching of Asian Languages. This symposium was initiated jointly by The Australian National University and the National University of Singapore, and was first held as part of CLaSIC 2008. Following the success of the inaugural symposium, it has been expanded to include as additional partners in 2008 University of Hawai'i, La Trobe University and Tokyo University of Foreign Studies, the University of Wisconsin–Madison, Arizona State University, Chinese University of Hong Kong. This year, our partnership was further extended to include University of California at Los Angeles, Institut National des Langues et Civilisations Orientales (INALCO), Paris, Hong Kong Polytechnic University, Hong Kong Institute of Education, and City University of Hong Kong.

We would like to thank the presenters who have submitted their full papers, which we have collected here in the documentation of the conference proceedings. We are sure that their presentations will greatly benefit participants by providing innovative insights and future directions for foreign language teaching and learning.

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