







	Framework of Communicative Modes
	<ul style="list-style-type: none"> ■ Current L2 instruction defines communication by means of three communicative modes that stress the context and purpose of the communication. ■ The four language skills are depicted as working in an integrated fashion. 

	Interpersonal Mode
	<ul style="list-style-type: none"> ■ This mode involves the active negotiation of meaning among individuals, regardless of the skill employed. ■ Since communicators observe and monitor one another, they can make modifications to their communication to enhance comprehension. ■ All four skills can be involved in the interpersonal mode. 

	Interpretive Mode
	<ul style="list-style-type: none"> ■ This mode focuses on the interpretation of meaning in oral and printed texts where there is no possibility of negotiation of meaning with the writer or speaker. ■ This interpretation of meaning takes into consideration the cultural context in which the text is situated. ■ Listening, reading, and viewing are the skills used in this mode. 

	Interpretive Mode
	<ul style="list-style-type: none"> ■ It involves literal comprehension of the text, but also incorporates a deeper understanding of it, including cultural perspectives, personal opinions, and points of view. ■ The ability to interpret is based largely on one's inferencing skills. 

	The Presentational Mode
	<ul style="list-style-type: none"> ■ This mode involves, one-way communication to an audience of listeners or readers. ■ Speaking and/or writing skills are involved. ■ There is no direct opportunity for active negotiation of meaning. ■ Examples: Giving a speech or oral report; writing a paper or story. 

	Listening and Reading Skills
	<ul style="list-style-type: none"> ■ Lower-level identification skills allow students to recognize skills and structures for decoding. ■ Higher-level interpretive skills allow students to reconstruct meaning of whole parts of the text. ■ Both skills are interactive in that the student draws on both of them as he/she tries to make sense of the input. 

	Listening and Reading Processes
	<ul style="list-style-type: none"> ■ Top-down processing: meaning is gleaned from contextual clues and background knowledge. ■ Bottom-up processing: meaning is derived through analysis of linguistic structures. ■ Reading & listening skills involve both bottom-up and top-down processing.

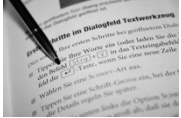
	Viewing Mode
	<ul style="list-style-type: none"> ■ Involves viewing videos, movies, plays, and TV programs. ■ Provides a unique way of bringing the L2 culture into the classroom and making learning more meaningful and stimulating. ■ Begin with silent viewing during which students explore the possible messages and cultural perspectives conveyed by the visual images.



	Variables involved in Comprehension and Interpretation
	<ul style="list-style-type: none"> ■ Text-Based Factors: <ul style="list-style-type: none"> – Length of text – Organization of the oral or printed text – Content and interest level of the text – New vocabulary



	Variables involved in Comprehension and Interpretation
	<ul style="list-style-type: none"> ■ Reader- and Listener-Based Factors: <ul style="list-style-type: none"> – Topic familiarity – Short-term or working memory – Strategies in comprehending and interpreting – Purpose for listening/reading/viewing – Anxiety

	Implication for Teaching Listening and Reading
	<ul style="list-style-type: none"> ■ Teach students skills to negotiate meaning. ■ Select text on the basis of text quality, interest level, and learners' needs. ■ Authentic materials allow for the integration of real language, culture, and increased comprehension. ■ Teach students both bottom-up and top-down strategies. 

	L1 or L2 when exploring oral or written text?
	<ul style="list-style-type: none"> ■ Occasionally use L1 to check for comprehension and recall. ■ Perhaps conduct pre-listening and pre-reading activities in L1. ■ Make decision based on level of students' proficiency and task to be accomplished. ■ Use L2 as much as possible, but do comprehension checks regularly.
