On Multimedia in Language Education :
The Advantage and Linguistic Validity

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Introduction

Seeking effective methods or techniques in language education has been one of the significant topics among those who are involved in teaching foreign languages or the second language. Effective ways of instructing languages other than the native one, of course, depend on several factors such as the relationship between teachers and students (whether or not the teacher is a native speaker of the langauge), motivation of the students (whether or not they are eager to acquire the language to survive in their community, or they would like to study the language only to satisfy intellectual curiosity), when and where actual teaching takes place. For instance, word to word translation was one of the best methods in Middle Ages when one studied a prestigious language such as Latin with limited information available, while pattern practice in a language laboratory has been recently popular thanks to invention of a tape recorder.

Nowadays another way in language education seems to appear. The way is referred as " multimedia " that is based on recent computer technologies. Multimedia refers to the integration of media such as text, sound, picture and video images.[1] This innovation will be presumably helpful for students to improve their skills of the target language. This paper will explain what multimedia is and will also discuss its validity from linguistic theoretical viewpoints.

1. The Definition of Multimedia

The term " multimedia " is comparatively new and it is becoming a fashionable term among computer users and educational experts, mainly educational technologists. However, the concept seems to be difficult to understand to those who are not familiar with computers and the latest computer technology. Tanaka (1993) claims that there are three kinds of definitions of the term. The first one is the traditional ; combination which consists of each independent medium such as a TV, an overhead projector, a cassette tape recorder and books, etc. This can be simply regarded as the combination of the two words " multi " and " media."

The second definition is the same as what " hypermedia " refers to. In this sense multimedia is a new type of computer that has two characteristics, flexible network and multi-mode. This kind of computer digitizes different media such as text, sound, animation, full-color pictures and even video images. Hence, the users of such computers can receive large amounts of information simultaneously just by simple manipulations, for example clicking the button on the mouse.[2]

The third one refers to a computer system with the peripherals which are a scanner, a sound digitizer, an amplifier and speakers, a CD-ROM player and a video recorder. Multimedia, in short, refers to the integration of media which a computer can handle : text, sound and visual image including still pictures and motion pictures. Sometimes the word " multimedia education " has been used in the field of education. It simply indicates a teaching scene in which teachers and students use computers with the integration of media.

Tanaka (1993) describes that multimedia has been discussed as if it were a presenting tool of teachers. The integration of media has been understood as a solution to give the students easily accessible materials, for instance, moving animation of human body, which cannot be seen. Live video, 3-D graphics and text with such visual images can inspire the students' motivation. However, another aspect of multimedia has to be taken into considera-tion. That is multimedia as a learning tool. This viewpoint has become more important because of widespread of personal computers which are now reasonably priced. More and more students in classrooms have come to have opportunities to use personal computers running educational programs. Here one should consider multimedia by asking how effectively a computer with multimedia programs works for students.

As for a computer as a learning tool, Sugiyama (1993) claims there are two main streams. The first one is referred to as CAI or computer assisted (or aided) instruction. Basically in this instruction a computer provides questions then a student answers them. Depending whether the answers are correct, the same kinds of questions are repeated, or the student goes on to further steps. The student can also evaluate how successfully he or she has accomplished the tasks or compare his/her own answers with others' ones through a network system. CAI is very effective when the educational purpose or goals are concrete and when the methodology to accomplish the goals is clear.

The other one is the stream which aims to use a computer as a medium to find or construct knowledge. The students studying with a computer as a knowledge collecting machine cannot always obtain clear-cut results from their work, rather mostly they can presumably get only broken pieces of knowledge or information. The learners may find it difficult to systematize what they have understood, though this must seem to be an appropriate approach to those who eager to find information and discover underlying rules or tendencies for themselves.

Multimedia in language education will be classified into the former stream. A student is not expected to construct knowledge collecting pieces of information. Rather, he

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or she learns a concrete expression in terms of understanding the meaning of the expression and the usage of it. The student can grasp the target expression with video images which show, for instance, where a conversation occurs as well as what kinds of people are involved in the conversation. The sound accompanying the video will be a model suggesting proper stress and intonation contour. Texts accompanying the video and sound give the grammatical explanation or further notes. Finally, the student can take a quiz displayed on the monitor to confirm if he or she has really understood the expression.

2. Conventional Use of the Media in Classrooms

The media that are integrated in multimedia technology are not unfamiliar in language education. They have been commonly used in classroom hitherto, while the integration of these media is now spotlighted in the new trendy dress of the word " multimedia." Why is the new package with the same ingredients catching customers' attention ? Is there any problem in using each medium independently ? This section reviews media commonly applied to language classes : text, sound and video.

It should be no exaggeration to say that text is the most familiar medium in language education. In Japan, for instance, most English classes from junior high schools to universities are conducted with the medium. Text itself is very useful medium because it can convey information beyond spatiotemporal limits. Reading which is in many cases decoding text into native languages seems to be effective to understand the sentence structure and spelling as well as to get knowledge written in different languages, but this does not guarantee that decoding a sequence of written words should make a learner a fluent user of the language he or she wants to acquire. Text cannot convey the indispensable constituent of languages *viz.*, sound.

Sound is the fundamental medium in language education because most of the languages other than sign languages are realized in the form of sound. The learners, therefore, are forced to be familiar with the sound in terms of listening comprehension as well as pronunciation. Hence it is almost difficult to find educational institutions without a language laboratory nowadays because of cassette tapes and tape recorders which are easy to handle and quite purchasable. Tape recorded sound undoubtedly deserves to practice, however, recorded conversation models can convey only limited information of language behavior. They cannot transmit, for example, how the model dialogue or conversation is taking place. This medium enables the students to learn the structure of the target language : phonology, morphology and syntax. However, sound is not enough for them to recognize to which environment the model expression is appropriately applied ; to whom, when, where and for what purpose the expression should be used.[3]

Video is a comparatively new medium in language classes. The medium has become popular in the last fifteen years by virtue of diffusion of video cassette recorders. This

new medium complements what sound hardly can convey because motion pictures with sounds can show real situation where linguistic activity is taking place. This does not only provide the place (e. g., school, office, in the street, etc) and people involved in the situation (e.g., a teacher, colleagues, a stranger, etc) but also other important information required to grasp in actual conversation such as facial expression and gestures, those of which transmit also meaning of speaker's utterance as well as intonation or stress. Through video the students can clearly understand how the target expression is used.

Video, however, cannot be a perfect tool in language learning. Hosaki (1991) claims that video is poor in terms of interaction between the medium and the users. The medium itself shows the situational information required to understand the target expression whereas it cannot provide the learner any chance to reinforce or confirm whether he or she has really understood. Obviously there are many video materials with practice scenes where the target expression is displayed and changed in color of the letters for the purpose that students can easily exercise. However, there still remains no interaction : the medium transmits information in one way and the learners cannot get any feedback from it.

A computer is the most appropriate tool to solve the interaction problem. The product with the latest technology can communicate with the user if he or she puts some data into it. The computer is the best among other media in terms of interaction in learning, though most computers are inferior in handling video image and sound in good quality.

Hosaki (1991) proposes the intermediate way which includes both interaction in learning and video image in good quality. His invention is called " interactive video." This is a system in which a computer controls a video recorder through a specific controller. The user of the interactive video can watch the scene where the target expression is used, and he or she can repeat playing the scene many times with only putting a button on the mouse or just hitting a key on the keyboard. The computer automatically finds the beginning of scenes and the user does not have to pay attention to the counter of video recorder any more. After watching the scene, the user can take questions available on the computer display monitor to clarify what the learner has studied. Hosaki reports the learners are comparatively highly motivated when they use the interactive video.

This system has another advantage. A student can learn depending on his/her level at any time he or she likes. The student can study with only a computer, so instructors no longer have to stay with the learner. This is also effective for the learner in some sense because he or she can study for himself or herself without feeling nervous or some rather mental stress that they have when the instructor is in attendance.

The interactive video is, however, no longer free from being criticized. First, it takes certain time for the computer to rewind the tape and find the scene needed. This factor is not critical in case that the part the learner wants is comparatively short, but cannot be ignored in case that it is long, for instance, ten minutes or fifteen minutes long. While the computer is finding the beginning of the scene the learners may unfortunately lose their

concentration. Second, the combination of the computer and video recorder requires certain space on the desk. The system needs almost twice as large as the space a computer or a video recorder needs : space for the computer and video recorder with the TV monitor. This means use of the system is restricted within a large classroom. In spite of such problems, still Hosaki's interactive video should be highly evaluated for intervening conventional use of the media and new technology of multimedia.

3. A New Technology : "Quick Time"[4]

As Hosaki (1991) indicates, a computer cannot manipulate motion pictures and sounds. However, the situation has been changing drastically since Apple Computer Inc. released a kind of software called " Quick Time" applicable to its Macintosh series.[5] This section briefly explains the program and the prospect in language education.

Quick Time, a part of the operating system of the computer provided from Apple Computer is an exciting technology : it enables the uses to handle video images with sound as easy as text and still pictures on the same platform. The media integrated technology does not require special equipment and technical operating procedure. All the user has to do is to install the program into the operation system and another program to play the video image.[6] The machine including Quick Time demonstrates video images basically regardless what kind of software the user is using.

When the user would like to watch digitized video images, he or she only clicks the button of the mouse. If the scene of using Quick Time is difficult to imagine, one should remember a document with pictures, which is created with a word processor. The following figure shows what the document on the computer display monitor must be like.
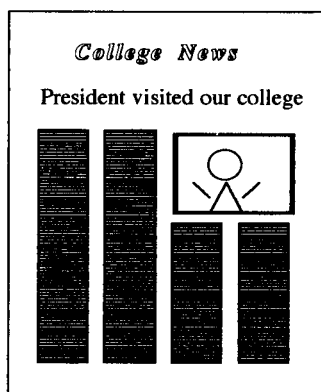

Fig. 1   An example of a document with a picture

The figure includes title, headline, the picture of president and body text.   Usually

the pictures in such document are photograph images. However, if the document is created with a word processing program compatible with Quick Time, the picture in it is no longer a motionless photo image ; it is a live video image. If the user operates the mouse to turn on the play button just below the image, the motion pictures will be shown ; in the case of this example, president might say " Hello."

The motion pictures can be repeated immediately since the pictures, called " movies" among Quick Time users, are digitized data. Right after one plays a movie, he or she can replay it again in less than a second. This point should deserve emphasis because it eliminates one of the problems of the interactive video discussed in the previous section, namely to endure until the tape recorder finishes rewinding to find the point the learner wants to watch. A computer with Quick Time can retrieve the video data soon. The students enjoying a learning program including the technology no longer have to pay attention to the number of counter of a video tape recorder for rewinding. They can effectively concentrate their attention on the program.

As far as actual application of this technology is concerned, the prospect seems to be fruitful. If the learning programs with Quick Time are enumerated, they will be as follows :

1. A listening comprehension program in which the user listens to a conversation and watches the scene with key words available just besides the motion picture
2. A speaking program which provides the learner a chance to select which expression to say among the choices listed just right or left to a Quick Time movie in the environment played in the movie
3. A speaking program showing a movie where a participant will talk to the learner as if he or she were another participant of the dialogue. The learner can answer the pseudo-partner with the expression available as a model through a microphone[7].
4. A reading program in which a Quick Time movie will take a supplemental role. The student reads a text, and if he or she finds a portion difficult to understand the learner might have an advice from a movie in which his or her teacher, not the third person, will appear.
5. A supplemental program which teaches the student what kinds of facial expressions and gestures are used in a society where the target foreign language is used as well as the meaning of them.
6. A writing program in which a Quick Time movie will also take a supplement role. The student creates a text, and if he or she has difficulties the learner could have an advice from a movie in which his or her teacher, not the third person, will appear.

Other than six ideas above there should be more application programs possible. Whatever Quick Time application programs should be, they commonly have both advantages of a video which conveys information impossible to be transmitted in any other media such as text and

sound, and of a computer which is superior to any other tool in terms of interaction between the tool and its user. Such programs might pave the way to a new facet of language education.

This technology nowadays is not a treasure only for Apple Macintosh computer users but also for PC[8] users who use MS-Windows[9]. This means that this technology will become a common platform when dealing with digitized video images in computers. In the future it will be a daily phenomenon that the student will watch Quick Time movies first, then straggle with questions and exercises.

4. Validity of Multimedia from Viewpoints of Linguistic Theories

Multimedia is a new concept and the word " multimedia" itself is favored among computer dealers for the purpose to increase their own share in educational fields. Sometimes computer magazines feature multimedia, but all such magazines do is just to introduce new hardware products which can handle huge amount of data in short time or application programs which can handle text, video image and sound. However, those who are involved language teaching field have to be calm to think whether or not this technology is really applicable in classrooms. Here in this section a linguistic theory, the notion of "the context of situation" proposed by Halliday (1978, 1985) will be reviewed to examine a multimedia method from linguistic aspect, not computer salesperson's one.

According to Halliday (1978) a language should be investigated from two view points. They are " inter-organism perspective " and " intra-organism perspective." The former pertains to language as behavior, and the perspective sheds light on how languages function in society. A language is a system which takes indispensable role in communication in society thereby one of the topics linguists have to struggle with is to clarify how the system as a whole works. The latter refers to language as knowledge, which focuses on psychological aspects of language. This aspect is closely related with questions such as how the brain works for language processing or what kind of cognitive mechanism explains language acquisition. Insofar as a language is shared in a society and people who use the language are members of the society, the two viewpoints are equally essential matters in the study of language. The two aspects are undoubtedly complementary orientations. Halliday (1978 : 12) describes as follows : " The distinction we are drawing here is that between the behaviour of that individual, his actions and interactions with his environment (especially that part of his environment which consists of other individuals), on the one hand, and on the other hand his biological nature, and in particular the internal structure of his brain." In the following discussion validity of multimedia will be reviewed from the two facets.

When multimedia is focused on from the functional point of view, one should consider that a language takes critical role in communication between/among people whereas the meaning of messages realized through the sequence of linguistic structural units also depends on the context situation. In other words, insofar as a language functions in a society

nobody uses the communicative instrument in vacuum. The context of situation seems to be an abstract notion whereas it can be divided into three components, *field*, *tenor* and *mode*. Field refers to the nature of social action that is occurring, or what the participants are engaged in. Tenor means who are participating and what kind of relationship is maintained among the participants. Mode refers to what part the language is playing, in other words, what the participants are expecting for the language, i.e., the status of langauge, function in the context of situation and mode in which the language is realized, namely written or spoken.

The context of situation where participants of linguistic behavior are involved determines the range of possible interpretation of messages. For instance, the following example can be interpreted in two ways.

(1) A : Are you going to the bar tonight ?

     B : I've got to work.

On one hand if A and B are supposed to be colleagues at an office, who frequently go to the bar on the way from their office to home, B's answer must be interpreted as a negative one, say, "Sorry, I can't go because I have something to do." One the other hand, if B is a bartender and A is his wife who is asking him to stay with her on the night with some reason, B's utterance can be interpreted as "Yes, I'll go there to work." As for the two interpretations, the difference of the context of situation can be simply clarified in the following table.

Table 1 : The Difference of The Context of Situation

	The First Interpretation	**The Second Interpretation**
Field **Tenor** **Mode**	Office ; some time after five Colleagues Question or suggestion to go to the bar	Home ; some time before evening Husband and wife Question or asking him to do something other than working

The interpretation of linguistic codes depends on who are participating in conversation, where they are talking, for what purpose they are talking. Real meaning which people exchange in language behavior comes from such factors.[10]

The context of situation is also closely related with expressing the suitable expression. Even in the case that there are several kinds of expression to transmit almost the same thing, each variety slightly depends on the context of situation. A good example is a polite expression in English. There are several expressions to ask people to open the window :

(2) A.   Open the window.

   B.   Please open the window.

   C.   Could you open the window ?

   D.   I was wondering if you could open the window.

If the participant who utters " Open the window" to another, he or she might be in a position to order the action.   In such cases the context of situation might be a king and his fellows as its tenor and a palace as its field for the purpose of ordering the action ; a   parent and his or her child as its tenor at home as its field for mere asking the action with intimate relationship. On the other hand, if participants are strangers (e. g., passengers in the train) ,   the context of situation will be totally different.   They should be on an equal stage in terms of human relationship, therefore, one of them is supposed to use rather a polite form like the expression D unless the participant has justification to order another to do the action.

As the polite expressions listed above, expressions, whether spoken or written, are closely tied with the context of situation.   This means that an appropriate interpretation as well as a suitable production of expressions undoubtedly depends on how much the participants in language behavior recognize the context of situation in which they are involved.   The participants can accomplish successful communication provided they have knowledge concerning the combinations of the context of situation and the appropriate expression, however, they cannot have effective linguistic interaction without such knowledge.

Native speakers of a language store a huge amount of information concerning the combinations in their brain.   They have been accumulating such information, namely how and what to say to whom in which situation, through actual communication experiences.   Since childhood native speakers have learned to use expressions suitable with the situations, for instance, greetings, patterned expressions in a ritual ceremony, polite expressions and the usage of discourse markers.   That is one of reasons why one does not find the words to say in a quite new situation in which he or she has never been.   However, the same person can do behave well next time in the identical context of situation because he or she has acquired the combination of the context of situation and its appropriate expression.   " Register " is a technical term indicating such combinations and native speakers have to accumulate information about register which is determined by society they belong to.   Language learning is not only involved with cognitive process but also closely related with social process.   Halliday advocates as follows :

A child learning language is at the same time learning other things through language
-building up a picture of the reality that is around him and inside him.   In this
process, which is also a social process, the construal of reality is inseparable from the
construal of the semantic system in which the reality is encoded. (1978 : 1)

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In other words, the processes of becoming educated require that the child's meaning potential should have developed along certain lines in certain types of context, especially in relation to the exploration of the environment and of his own part in it. (1978 : 26)

Halliday's claims seem to be applicable to the foreign languages learners.[11] They learn how to behave appropriately in the situation where the languages are used.

It is, therefore, quite important for those who learn foreign languages or the second language to study the language through the context of situation. This is the point the validity of using computer technology hits. Multimedia provides text, sound and video image at the same time and the users can easily grasp the context of situation concerning the target expression. In other words, the learners can learn extralinguistic factors which will take critical role in determining which expression to use as well as in understanding what is transmitted. The students no longer have to worry about differentiating the right usage of expressions ; they will acquire which expression fits which situation respectively on any stage of learning. Finally the learners can apply such knowledge in actual language behavior. Multimedia seems to be fruitful from the viewpoint of the theory of the context of situation.

In future when the computer technology advances further, the users might come to feel as if he or she were in a fictional situation which a computer provides. The user puts on a helmet which is equipped with a headphone, a microphone and a small liquid crystal display screen to give visual information. The helmet is connected with a computer. Once the computer program runs, then the user can watch the place where he or she is supposed to be and people who seem to be around himself or herself on the LCD screen, and listen to the sound around through a headphone. One of people on the screen begins to talk to the user, then he or she replies through a microphone. This kind of system is not a dream at all, but it has been already partially realized and applied in some entertaining machines. This technology is called "virtual reality." By this technology learners can put themselves into digital simulated situation which may be an office with colleagues or a restaurant with a waiter or waitress, etc. Students can exercise their skills in listening and speaking without going abroad and without native speakers. They can enjoy studying foreign languages with computers in the same way that students at flying schools exercise their aviation skills with computer controlled flight simulators.

This does not, however, advocate that students can acquire foreign languages or the second language only through language simulation machines realized by computer technologies. Sufficient acquisition of a language requires actual communication with people. The student at foreign language classes, unlike the student at a flying school, has face-to-face communication in real situation. Simulation is not more than simulation, which cannot turn real. Even if the student gets A-level results in such a simulator, he or she is not necessarily

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guaranteed to communicate successfully with others in actual settings. The interlocutors the student communicates with are so different that the context of situation will naturally vary. The learners gradually come to acquire delicate factors in real face-to-face communication, such as eye contacts, facial expression, intonation, duration of pause and other gestures. As for language education a computer simulation is desirable at an introductory stage and it is also effective as a supplemental device. The technology might be applied to student at elementary level to decrease some psychological stress students have when they are with instructors. A language simulator could be also employed to create as many opportunities as possible to put the learner into the pseudo-communicative environment of language behavior.

Next, multimedia has to be considered from the viewpoint of intra-organism. Here much amount of knowledge obtained from observations in the neurolinguistic field provide evidences to indicate the validity of multimedia. Many linguists take it for granted that the left hemisphere is superior to the right hemisphere in language processing. Obviously the left hemisphere is mainly responsible for language processing in terms of structural viewpoints, namely for encoding and decoding a sequence of linguistic units ranging from phoneme to lexis. This has been hitherto illustrated by a huge number of experiments and observations (Caplan 1987). However, there are some reports indicating that the right hemisphere plays critical role in language processing. Code (1987) , for instance, discusses the abilities of the right brain in terms of intonation, word recognition, speech production and pragmatics. He reviews many experiments and observations and suggests that the right hemisphere also participates in linguistic communication. Wapner *et al.* (1981) report the right-hemisphere-damage patients show poor performance in recalling a story task and in a task of appreciating jokes. The patients were required to listen to a narrative story, then to recall it by arranging the story-related sentences in appropriate narrative sequence. The result shows that the right-damaged patients have significant problem in organizing sentences. In the joke appreciation task, the subjects listened to tape-recorded jokes or joke-like stories, then were asked to rate how funny they considered the stories. The result shows the patients cannot recognize humor. The two results lead to the inference that the right hemisphere contributes to language processing by organizing spatiotemporal information as well as by adjusting such information to wording. In other words, the right hemisphere is deeply related with controlling information included in the context of situation. The right hemisphere is well known as being superior to the left in processing visual information and getting information as a whole. Hence the right hemisphere will be activated if the visual information is provided in language learning. At the same time, such expression-related information will be input and such information will remain as traces to evoke the expression in both encoding and decoding.

Another merit of multimedia for individual learners pertains to feedback. Soon after receiving the information related with the target expression, the learner confirms what he or she has just studied by answering questions. The student responds to the computer by clicking a button on the mouse or says words symbolizing the correct answer through a

microphone. Then the computer displays the list of correct answers. If the learner draws the wrong answer he or she can go back to the stage of receiving the information again. Through such activities the learner gets feedback from the computer to reinforce how much he or she has understood. This kind of activity must require to activate the frontal lobe which takes important role in spontaneous behavior in order to move some parts of the body, namely fingers or the speech organs. Hence it is also possible to infer that the motor area of the brain will share some traces of the target expression as well as the right hemisphere.

6. Conclusion

The discussion in the previous sections has been leading to the conclusion that multimedia seems to be quite effective and fruitful in language education. The validity of applying this computer technology to language education depends on the notion of context of situation. Multimedia provides the users with the environment in which they can grasp the information deeply related with the target expression such as who are involved, when and how it should be used. The learners come to understand and reinforce the functional use of target expression as well as the structural one.

However, multimedia is not the perfect solution to language classes. Finally, two points should be clarified. First, the environment which multimedia provides is no more than a simulation, far away from the real face-to-face communication. The computers cannot replace human teachers. The students have to take real communication training with native instructors of the target language. They come to know how to apply their knowledge and study what the computer simulation does not offer. Second, multimedia requires a certain amount of cost. A minimum multimedia set will cost 3,000,000 yen at least. Although this problem is certain to disappear as computer technologies advance, still it is not so easy to prepare the situation where each student in the class can enjoy multimedia program for his/ herself.

Notes

1. The definition of the term " text " varies (Brown and Yule 1983) but in this paper the term simply means information realized through written language.

2. This is an operating device of computer, which has a button/buttons on it.

3. In the case of students at English Department of Eiwa College, I happen to see not a few students, even the top level students, complaining that they do not know how to use the suitable expression depending on the situation. It is partly because they lack situational information knowledge.

4. Quick Time is a trademark of Apple Computer Inc.

5. Macintosh is a trademark of Apple Computer Inc.

6. This is true only when one would like to play ready-made video images. If one tries to make his or her own motion pictures applicable Quick Time he or she has to prepare a special device called " video capturing board " which digitizes live video images to put them into a computer.

7. There have been appearing many computers equipped with a small microphone to input sound as a kind of data.

8. Here PC means a computer which runs on MS-DOS (Microsoft Disc Operation System) as its operation system. MS-DOS is a trademark of Microsoft Corporation.

9. Ms-Windows is a trademark of Microsoft Corporation.

10. As for extrainformation involved with languages, generative linguists are eager to exclude it from their scope. However, the following citations hit the point.

> Only in a very special kind of social context could such a claim be taken seriously – that of a highly intellectual and individual conception of language in which the object of study was the idealized sentence of an equally idealized speaker. Even with the breakthrough to a 'sociolinguistic' perspective, it has proved difficult to break away from the ideal individual in whose mind all social knowlege is stored. (Halliday, 1978 : 4)

> In real life, most sentences that are uttered are not uttered for the first time. A great deal of discourse is more or less routinized ; we tell the same stories and express the same opinions over and over again. We do, of course, create new sentences ; we also create new clauses, and phrases, and words – the image of language as 'old words in new sentences' is a very superficial and simplistic one. But it really does not a mater whether we do this or not ; what matters is that we all the time exchange meanings, and the exchange of meanings is a creative process in which language is one symbolic resource – perhaps the principal one we have, but still one among others. (Halliday, 1978 : 4)

11. This does not necessarily mean one should be like a native speaker. To be communica-

tive in a foreign language here means to learn rules of the language both in structure and in function, and conventionalities in a society where the language is mainly used. As long as one keeps such common basis, he or she can communicate in foreign languages in spite of peculiar accents and dialects.

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