

Introduction

The development of communicative competence in a foreign language may be understood as the enhancement of the ability to effectively realize one's communicative intent in various socio-cultural situations, in accordance with the appropriate discursive norm. Particular communicative situations require the use of more or less complex language structures, which are often relative to the degree of complexity of their discursive functions and intellectual operations engaged in constructing the meaning. The repertoire of lexical and syntactic structures in the learning of a foreign language cannot therefore be built solely with regard to the specificity of the language system. On the contrary, in particular types of speech actions, communicative effectiveness depends on the recognition of and reference to the discursive function of the acquired structures. The meaning of an utterance is rarely construed outside genre, in isolated utterances like an aphorism or a proverb (cf. Maingueneau, 2014: 139-148). It is usually a resultant of multiple discursive factors, organized into genres, realized in changing situations. This means that from the perspective of foreign language learning, what is key is the ability to collate observations of phenomena from different levels of communication while considering the whole of a communication event.

From that perspective, the effectiveness of foreign language learning, and hence the effectiveness of communication in that language, will depend largely on how the learner will conceive of the relationship between form and message, between function and structure, between language rule and discourse norm. Thus understood, language learning constitutes

an incredibly ambitious program which, not to remain an unachievable ideal, must lead to developing effective instruments of observation and control of one's own and other people's utterances in a foreign language.

The study presented in this publication puts forward the hypothesis that the technique that could support the recognition and remembering of patterns is reformulation. Reformulation, after all, focuses learners' attention on the essential parameters of a text they have heard/read, in accordance with the task which requires them to use its elements in their own (reformulated) text. The hypothesis is inspired by first language acquisition studies in which reformulation is described as the primary mechanism of language acquisition – especially by years of Claire Martinot and her team's studies (2018, 2019). From the perspective of foreign language learning reformulation assumes a broader definition than it was the case in studies of first language acquisition. According to Martinot (2012: 65), reformulation is “a process of reconstructing an utterance, where original elements of the source utterance blend with modified elements of that utterance. The modification may occur at the lexical, syntactic or semantic level”. A researcher, then, can observe lexical and syntactic modifications in corpora built from utterances obtained through reconstructing the same content. In the research paradigm adopted here, inspired by the discourse approach in foreign language learning/teaching (see Górecka, Wilczyńska and Wojciechowska, 2015), reformulation exceeds the boundaries of the sentence, or even the formal paradigm and the paradigm of content analysis. Depending on the pedagogical context, learning/teaching aims, or the learners' personal characteristics (their linguistic and discursive competences), reformulation can assume different forms and accommodate the complexity of utterances to a varying degree, focusing the learner's attention on the characteristics of the language used in the utterance, on the content scheme or the discursive functions of the text.

The aim of this publication is to recognize the potential of reformulation in language learning at various stages of education and in reference to different teaching aims, as well as to test reformulation as an instrument of analysis of the learner's utterance. Due to the aforemen-

tioned context-dependence of language use, created by the broadly understood communicative situation and the learning situation, as well as by the learner's individual interpretation of the two, reformulation was incorporated into tasks of varying levels of difficulty, at various levels of development (primary school children, middle school students, college students) and levels of communicative competence (from A1 to B2/C1).

Including reformulation in the methodological repertoire and in the practice of foreign language teaching requires a clear definition of the differences in the subject-matter and in research aims both in language acquisition and language pedagogy, so as to clearly capture the potential and the limitations of this instrument. The types and functions of reformulation in a foreign language learning situation are considerably less diagnosed than in the case of reformulation in the acquisition of the mother tongue. These issues are the subject of considerations presented in the first chapter, where the theoretical foundations of the proposed methodology are laid down, and the initial principles of its use in foreign language teaching have been developed. Further chapters of the book present reports of studies carried out at three stages of teaching. The second chapter describes a study conducted in a primary school with children in grades 3 and 6. The analysis of the corpus of reformulation utterances in English at the beginner level was mainly used for the description of children's language behaviour (speech monitoring) in school language learning and their application in particular teaching activities. In the third chapter utterances of middle school students in German as a second foreign language were analysed in terms of how discursive norm was observed, and how learners' personal learning objectives were achieved. Finally, the fourth chapter is about the use of reformulation in strategic training for the needs of constructing academic texts by students, on the example of modern language studies. The study examined reformulated fragments of a research paper by analysing students' difficulties and the development of their discursive and linguistic competences, necessary for understanding scholarly discourse and for engaging in it by writing their own text.

