

From Linguistic Skills to Pragmatic Competence: The Role of Functional Adequacy in Task-Based Teaching and Learning

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Despite advancements in the tripartite framework of task-based second language performance assessment, namely complexity, accuracy and fluency (CAF), functional adequacy (FA) has not gained sufficient attention in the field. It can be argued that language learners may be able to produce linguistically advanced speech that may not be pragmatically appropriate or achieve the goals of the task they set out to complete. In light of this, the current paper explains the notion of functional adequacy, stresses its importance in being integrated into the conventional CAF language assessment parameters, and outlines the relationship between CAF and FA. Finally, it proposes areas for further research and suggestions for the use of FA in task-based second language teaching.