The aim of the project is to analyze and describe the stages of acquiring communicative competence by learners in schools of foreign languages and in higher education. The main instrument used in order to enhance communicative competence is reformulation. A model reformulation is the type of alteration made to an utterance (either heard or read) in which the meaning is preserved, and only the linguistic form may be changed (Martinot 2012: 65). The use of reformulation in foreign language teaching has a high cognitive value as it provides material for the observation of and reflection on the linguistic means of expression in use.

In studies on learner language (i.e. interlanguage), reformulated utterances provide data for observation of progress at successive stages of teaching/learning. They are concerned not only with the growth and quality of the linguistic means of expression (the linguistic repertoire in its grammatical complexity), but also with the development of discourse competence, i.e. the knowledge of the genre and social norms of language use. Discourse experience in the native language and/or other languages known to the student often exceeds his/her linguistic competence. The observed tendency could, with appropriate guidance, constitute significant help in planning and organizing foreign language utterances and, what is particularly important in the project, in observing other interlocutors' utterances, in order to obtain some missing means of expression that would allow a better realization of communicative aims. Consequently, while reading or listening to a text, the learner does not only focus on understanding its meaning, but also uses the opportunity to form and verify hypotheses concerning the ways language operates in discourse.

Using reformulation in a native language and in foreign languages taught in schools, and then comparing the ways in which linguistic content was presented there, contributes to developing/shaping the understanding of how an individual functions in a given language, thus (reformulation?) may become a learning strategy. In the context of foreign language teaching/learning, acquisition of language complexity cannot be considered only in terms of language description, but should be also correlated with the level of discourse competence and personal language learning objectives. Thus, combining these elements constitutes an unexamined thread of language acquisition research.

The discursive character of language, as well as the teaching context, positions language complexity research in the interdisciplinary perspective that takes into account considerations on language and language pedagogy.

Martinot, C. 2012. « De la reformulation en langue naturelle, vers son exploitation pédagogique en langue étrangère : pour une optimisation des stratégies d'apprentissage ». (w) Autour de la compétence d'apprentissage de langues : gestion des ressources métacognitives et cognitives. (red. K. Karpi ska-Szaj i J. Zaj c). Synergies-Pologne 9: 63-76.