

Should the science of language teaching – of linguistics and other disciplines that guide our pedagogy, - be considered fundamental in order to teach a foreign language as an art of communication? With the hint that language teachers should have a solid knowledge of the contributing disciplines – partly supplied by this journal, the author of the article “*The integration*

of linguistic competence into communicative competence” advocates the interplay of science and art in the classroom for an effective teaching and learning performance.



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