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THE IMPORTANCE OF COMMUNICATIVE COMPETENCE IN FOREIGN LANGUAGE LEARNING

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ABSTRACT

Communicative competence is a linguistic term which refers to a learner's ability for a second language. It does not refer only to a learner's ability to apply and use grammatical rules, but also to form correct utterances, and know how to use these utterances appropriately. Linguistic and intercultural competences do not exist in parallel and are not interchangeable. In some cases, there can be high level of foreign language communicative competence, but not very well-developed intercultural competence. However, in order to achieve successful intercultural communication and to use intercultural competence, it is very important that linguistic competence exists.

Thus, linguistic competence is interpreted as part of general communicative competence which defines the close link between the issues of linguistic diversity and the social adaptability of the individual, as well as their importance for social stability the discovery of a path not only to others but also to oneself.

Moving from communicative competence towards intercultural communicative competence will be discussed in this short theoretical study and their importance in English language teaching.

Keywords: communicative competence, intercultural communication competence, linguistic competence, foreign language teaching, culture, communication.

Introduction

The world has become a global society nowadays. To be able to communicate people all over the world, one must learn and enable themselves to understand each other. At first sight, it does not seem so difficult. It is enough if you speak a foreign language which is widespread. But many other components interfere with this matter. It is not only the spoken language itself. In order to achieve successful communication with the persons involved, communicators must draw attention to several domains that have to be taken into consideration.

Communicative competence is a linguistic term which refers to a learner's ability for a second language. It does not refer only to a learner's ability to apply and use grammatical rules, but also to form correct utterances, and know how to use these utterances appropriately. Communicative competence is a concept introduced by Dell Hymes and discussed and revised by many other authors. Hymes'

original idea was that speakers of a language must have more than just the grammatical competence in order to be able to communicate effectively in a language (Hymes, 60). They also need to know how language is used by members of a speech community to accomplish their purposes. According to Hymes, communicative competence is seen as an aspect of an ability that enables people to convey messages and negotiate meanings interpersonally within specific contexts (p.72). Hymes introduced this term against Chomsky's inadequacy in the distinction of competence and performance. Chomsky's view of linguistic competence, however, was not intended to inform pedagogy, but serve as part of developing a theory of the linguistic system itself, idealized as the abstract language knowledge of the monolingual adult native speaker, and distinct from how they happen to use and experience language (Chomsky, 1965). Hymes, rather than Chomsky, had developed a theory of education and learning. So, the communicative competence is not about an intrapersonal construct as those seen in Chomsky's early writings but a dynamic construct that can be examined individually by means of unique performance in the process of communication.

Communicative competence categories and subcategories

A great creative work has been done on defining communicative competence among years. During the 80's this term was virtually discussed and for different components or subcategories made up the frame of communicative competence (Ruiz, 1985). The most important ones are:

- Grammatical competence (includes the knowledge of lexical items, rules of morphology, syntax, grammar, semantics and phonology – words and rules).
- Linguistic competence asks which words should be used and how to write correct sentences and phrases.
- Discourse competence (i.e. the ability to connect sentences and stretches of discourse in order to form a meaningful series of utterances – cohesion and coherence). Discourse competence asks the question how words, phrases and sentences are put together for creating conversations, speeches, email messages and newspaper articles.
- Sociolinguistic competence (knowledge of sociocultural rules of language – appropriateness) i.e. knowing how to use and respond to language appropriately, given the setting, the topic, and the relationships among the people communicating. Sociolinguistic competence asks the questions of which words and phrases fit in a specific setting or topic; How to express a specific attitude (courtesy, authority, friendliness, respect) when needed.
- Strategic competence (appropriate use of communication strategies or as some theoreticians conveyed it – the verbal and non-verbal communication strategies that may be turned to an action in order to compensate for inappropriate communication due to insufficient competence. Strategic competence asks the questions how to know when there is certain misunderstanding; what to say in such inappropriate situations; how to express your own ideas if you do not know the right verb form?

In the early stages of language learning, teachers and students may want to keep in mind the goal of communicative efficiency i.e. that learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message (due to faulty pronunciation, grammar, or vocabulary); to avoid offending communication partners (due to socially inappropriate style); and to use strategies for recognizing and managing communication breakdowns.

Communicative competent speakers

Taking the informal language speaking into account, it can be stated that the foreign language speakers do not have to bother themselves much to be totally grammatically competent. They do not have to push themselves a lot in using exact and correct words and follow grammar rules. They do not even have to be sociolinguistically competent. Their little knowledge of the foreign language they “try” to speak does not take into consideration how they use words and phrases and how they put them into sentences. Their only concern is to be understood. If they are not writing, they can even use body language to make themselves clearer. But using formal language, or if one wants to be considered a competent foreign language speaker, then things are different. If you want to be considered as communicatively competent speaker of a foreign language you must show your knowledge of the language you speak, your previously gained experience and skillfulness. As an advanced learner, you have to be first of all grammatically competent, following grammar rules, lexical items, rules of morphology, syntax, phonology, semantics, etc. This will show your ability of joining sentences and will express yourself as competent in making good conversation, good speeches, in writing good essays even email messages and will give you the characteristic of a ‘communicative competent’ person.

Another very important approach for foreign language speakers is the sociolinguistic competence, which covers appropriate use and responds to language in setting certain topics, related to the culture and traditions of the foreign language (Bayyurt, 2013). For example, people would not treat you as a communicatively competent speaker if you speak about the English food and you are not familiar with anything of the specific contexts concerning it. It would be awkward if you have not heard of the Shepherd’s pie - the typical example of traditional English food and pride of the English in cases when speaking about national dishes. Also, the English tea and all the rituals going with it. The point is that these previously mentioned items, make the foreign language speaker’s framework of the language.

Language skills, knowledge, and competence in using it make the speaker to gain and achieve effective communication and make him or her correctly involved in this field (Susanto, 2012). You have to show your ability and capacity to put together the above mentioned aspects or domains of communication competence including your personal, public, educational, occupational and self-communicative activities which are considered the most important, the most productive receptive, interactive or if you want “a communicative competent person”.

Talking about the European Framework of Languages (2001) which is about to describe in a comprehensive way what language learners should learn in order to use language for communication and what kind of skills and knowledge they should develop to act effectively, the communicative competence here has a very important role. The term is mentioned in the approach of plurilinguism, where communicative competence is seen as a manner through which a knowledge and experience of language contributes and in which languages interrelate and interact. For example, a person can flexibly call upon different parts of this competence to achieve effective communication with a certain interlocutor. In order to fulfill the tasks and activities that deal with the communicative situations in which learners are involved, they draw upon a number of competences developed in the course of their previous experience. In return, participation in communicative events results in the further development of the learner’s competences, for immediate and long-term use. All human competences contribute in one way or another to the language user’s ability to communicate and may be regarded as aspects of communicative competence. It may however be useful to distinguish those less closely related to language from linguistic competences more exactly defined. Users of the Framework may wish to consider what knowledge of the world the language learner will be required to possess; what new knowledge of the world, particularly in respect of the country in which the language is spoken the learner will be equipped to acquire in the course of language learning. For the realization of communicative intentions, learners

bring to bear their general capacities as detailed above together with a more specifically language-related communicative competence.

Certain aspects of the Common Framework (2001) have already had an influence that relates to the specification of domains and communicative activities. In this conception of communication, communicative competence is activated through various language activities which are contextualized within domains. These domains are broadly classified as personal, public, occupational and educational, and the communicative activities are sub-divided into those which are productive, receptive, interactive and mediating.

- Production includes speaking activities as diverse as addressing audiences and singing, while examples of written production include creative writing as well as filling in forms and questionnaires.
- Receptive activities concern listening and reading, including specific purposes for these activities, listening or reading for gist, for specific information, for detailed understanding, etc.
- Interactive activities may be spoken or written. For speaking, these range from formal discussion, debate and interviews to informal conversations and verbal exchanges. For writing they include the exchange of correspondence by memos, faxes, letters and e-mail.
- Mediating activities include translation, interpretation, summarizing and paraphrasing in order to facilitate communication between others.

The proposal for a theory of communicative competence is motivated by the recognition of how far short of the mark linguistics has come to account for speakers' ability to understand utterances in a communicative context (Berns, 1990). It is by no means certain that an account of communicative competence will ever be capable of achieving the kind of strict formalization that now exists for the description of syntactic phenomena. On the other hand, it seems quite plausible that we can go far beyond the formalization that has been achieved so far in the fields of literary criticism and descriptive ethnographies of communication. This remains a hope for the future. At the present time, much more descriptive work is needed, and is going on, in psychology sociology, and anthropology. Ultimately, the theory of communicative competence will be at least as general as any psychological theory of the individual or any sociological theory of interacting men.

Moving from communicative towards intercultural competence

Intercultural communication has been an important issue since 1959, when Edward T. Hall introduced this term in his book *The Silent Language*. This book is sometimes called "the field's founding document". As quoted in another article, the author points out that he was one of the first researchers to differentiate cultures on the basis of how communications are sent and received and managed to define intercultural communication as communication between persons of different cultures (Jankova Alagjozovska, 2020). Within the books of this field, intercultural communication competence is almost synonymous with communicative competence but gives emphasis of the cultural context (Chen & Starosta, 1996). Friske defines communication as "social interaction through messages" and claims that it entails interaction (Friske, 1990). Thus, as a dynamic and methodical process, communication always takes place in a specific setting and is governed by culturally specific contextual norms. "Communication is defined as the exchange of meaning" (Gibson, 9). Information is sent and received between a sender and a recipient. When there is a cultural difference between the sender and the recipient, intercultural communication occurs. According to Hymes, "linguists wishing to understand the first language acquisition need to pay attention to the way in which not only grammatical competence but also the ability to use language appropriately is acquired." Hymes created the idea of communicative competence. " (Byram, p.7). But

he emphasizes sociolinguistic competency, which was crucial for the growth of communicative language instruction. Sociolinguistic competence encompasses the relationship between linguistic signals and their contextual situation meaning and is the understanding of how the choice of language forms is influenced by factors such as setting, relationship between communication partners, communicative aim, etc. Intercultural communication competence (ICC) has also been conceptualized in different ways depending on the scholars' theoretical orientations and perceptions of what counts as competence. Byram's (1997) model of ICC, which is designed for the language classroom defined ICC in terms of linguistic competence, sociolinguistic competence, and discourse competence.

These days, it is expected that intercultural communication skills will resolve conflicts, improve people's lives, and profoundly alter millions of people's experiences by raising cultural awareness. Therefore, linguistic proficiency between the two speakers is a prerequisite for unsuccessful cross-cultural communication. In addition to being communicatively proficient in a foreign language, an interculturally competent speaker of that language possesses specific abilities, attitudes, values, and cultural knowledge." (Moeller and Nugent, 2014). In order to be interculturally competent one needs to have a deeper intercultural relationship with the interlocutor i.e. he or she needs to be persistent and determined to understand to gain an inner view of the other person's culture (Byram, 1997). The fact that each society is dynamic because of the advancement of technology, science, technology and the current immigration and finally the globalization are reasons plus to find it harder to define precisely what intercultural communication is. Someone who is interculturally competent has knowledge of one or more cultures and social identities and has the capacity to relate to new people from other contexts for which they have not been prepared directly. (Byram & Fleming, 1998). However, there is no precise definition, but various concepts emerged throughout research literature.

The Process Model of ICC is the name of Deardorff's ICC model (2006). This model describes the steps involved in developing intercultural competency. The primary components required to attain ICC are knowledge, abilities, attitudes, and internal or external results. If one's attitude is defined as their thoughts or feelings toward another, then respect, openness, curiosity, and discovery are among the essential attitudes. These attitudes are necessary to advance in intercultural communication. This model demonstrates that a person can attain the intended result provided they possess the necessary attitudes, minimally acceptable behavior, and communication style. The individual will interact with other cultures more effectively if they have the necessary knowledge and abilities.

To move away from the native speaker model of communication, Byram's model in ICC, whose notion is in accordance with linguistic competence, sociolinguistic competence, and discourse competence, adds a detailed intercultural dimension (Han & Song, 176). Additionally, it incorporates intercultural attitudes, cultural awareness, and discovery and engagement along with information, skills, and other elements that are crucial to a system of intercultural competence. The developmental model of intercultural sensitivity proposed by Bennett (1993) states that people who are interculturally sensitive typically move from the ethnocentric to the ethno-relative stage. The Developmental paradigm of Intercultural Sensitivity (DMIS), which is Bennett's paradigm, is a continuum of six stages that move "Ethno-relativism" has replaced "ethnocentrism." The stages of ethnocentrism include, on the one hand, minimization, defense, and denial. However, there are differences between the ethno-relative stages like acceptance, adaptation, and integration.

Conclusion

To sum up, developing our intercultural competence requires more than just learning about international communication; we also need to change the way we think about the world and ourselves. Personal experience is the best way for us to learn because experience is hard to impart. Combining communicative

and intercultural competence whereas replacing the traditional goal of language instruction, which is for students to become native speakers on one hand and training them to be diplomats, or those who can observe other cultures with knowledge on the other hand. Traveling, interacting with people from various cultures, learning about them, and accepting each culture for what it is can all help one become more interculturally competent. After all, each culture is unique and deserving of respect, which helps to put an end to conflicts and foster understanding among people everywhere.

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