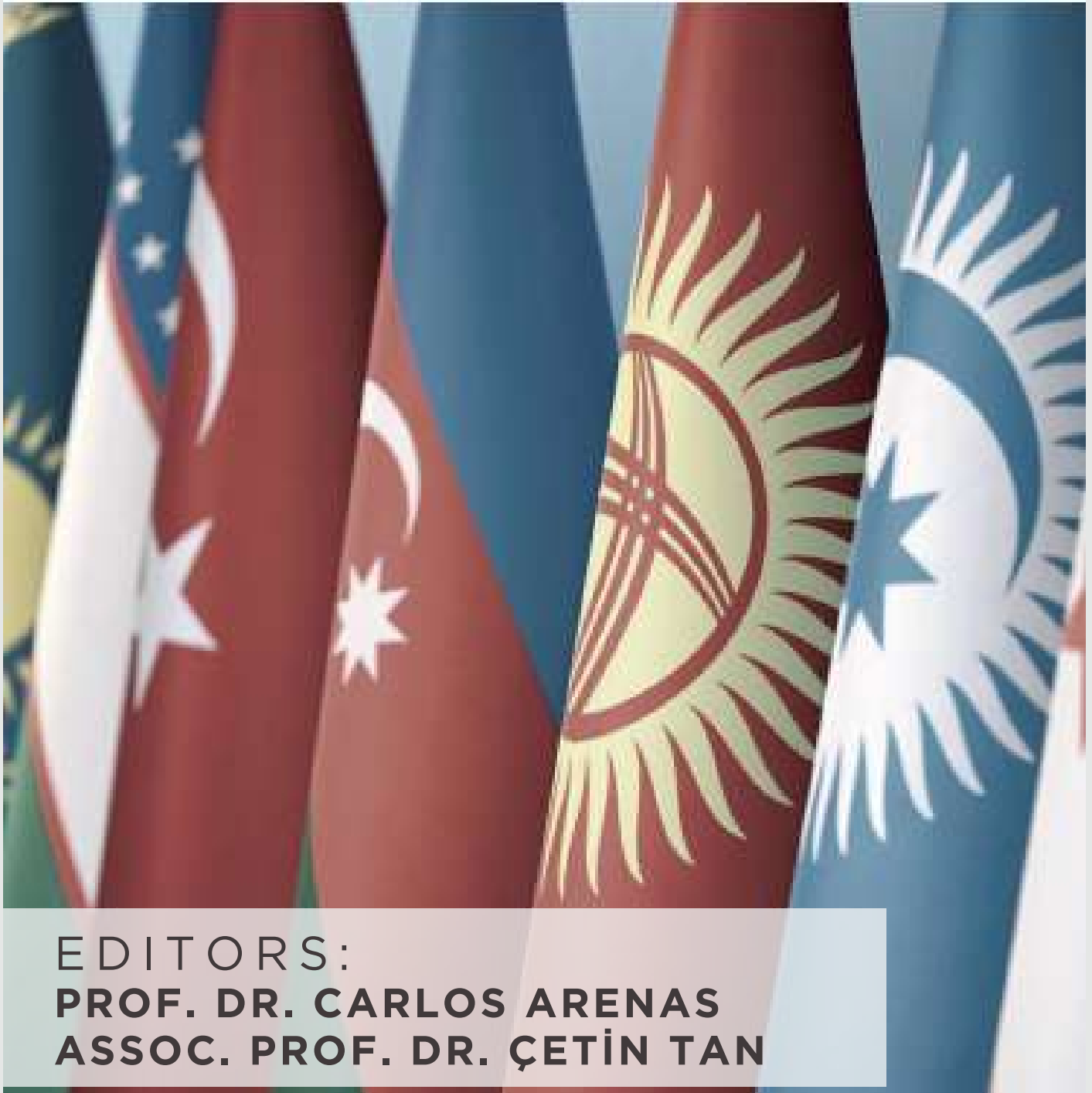# 3RD INTERNATIONAL TURKIC WORLD CONGRESS ON SOCIAL, HUMANITIES, ADMINISTRATIVE, AND EDUCATIONAL SCIENCES PROCEEDINGS BOOK

APRIL 16-18, 2025 | ANKARA, TÜRKİYE

Türkiye Azerbaijan Friendship Cooperation and Solidarity Foundation, Ankara

PARTICIPATION FROM
20 DIFFERENT COUNTRIES

EDITORS:
**PROF. DR. CARLOS ARENAS
ASSOC. PROF. DR. ÇETİN TAN**

BZT TURAN
PUBLISHING HOUSE

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THE IMPORTANCE OF DEVELOPING COMMUNICATIVE COMPETENCE IN SLA

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Abstract

This paper examines the importance of communicative competence in second language acquisition (SLA). Throughout this paper, the perspectives of various scholars are presented in a clear and structured manner, providing coherent information on how communicative competence can be acquired, which approaches have been developed over time, and what the advantages of its application in SLA are.

In regions such as Europe and the United States, many immigrants have settled and have had to learn the native language to communicate with the local population or conduct business. Some choose to study in a classroom environment, while others acquire communicative competence through social interactions.

The very fact that the English language is promoted as the most important second language for socialization and communication among populations from non-English-speaking countries makes it dominant in all spheres of digital life and essential activities.

Interconnections and digital opportunities enable individuals from different linguistic, socio-economic, and cultural backgrounds to participate in their development, both linguistically and in terms of practical applications.

Learning the English language in various educational settings, supported by modern technologies and the application of contemporary tools, allows learners to enhance their linguistic skills competitively and achieve immediate progress in intercommunication.

Key words: Communicative competence, English language, cultural development, advanced communication, social interaction

Introduction

Communication is essential for both children and adults. Therefore, regardless of any disability which may be facing someone, human beings have the skill to engage in communication subconsciously. From an early age, a child grows up acquiring the mother tongue from the exposure from friends, family and the society they live in. the deaf also learns sign language just like the other kids and the main purpose of this is to pass messages and information. Therefore, this means that the developmental stages of the language acquisition process are defined using various perspectives in the child's aging process. Therefore, due to the importance of information and communication, people have been obligated to learn more than a single language. This is due to the fact that there has been the improvement of technology, the business based opportunities, education and other fields which enable one share information and data. Therefore, it is good that one understands various language forms for communication. Some of

the most important technological updates and education have increased the requirements of learning English as the second language. Almost all the applications, websites and content online is written in English and some may not have an automatic translation to the local languages. This is what makes it crucial for one to master a second language.

Discussion

According to (Dörnyei, 2009), the communicative language teaching approach is one of the best introduced in the early 1970s to the American and British learners for promoting the teaching of the usable communicative skills purposely in the L2 instruction. Therefore, this is a strategy which was used in SLA to enable the learners to learn through drilling and memorization. This strategy was geared towards the development of language and learning techniques among the new language learners through the psychological principles of learning. Additionally, specific grammar was also improvised and taught according to the requirements and the needs of the learners.

Therefore, in learning SLA and developing communicative competence in the same, class-based communication situations and activities should always be just like the real-life communication, fluency is considered to be more important than accuracy and there should be the improvisation of various communicative activities such as problem-solving tasks and activities, simulation, discussions, role plays, and games. This is what enables faster grasping of content and gaining of communicative competence.

According to the author, there is the explicit and the implicit learning mode where the learner is conscious and tries to mater a material or a language in order to solve a problem while in implicit, the learner acquires skills and knowledge without the consciousness that they are acquiring it.

According to (Nunan, 1987), communicative language teaching is critical, especially in a class setting. There are actual events which the pupils and the students are involved in actual communication and which encourage communication while there are also the non-communicative practices or interaction. Many research studies classify the various non-communicative language practices and error correction, focus on grammar and involvement in interactions which are the practices which are not genuinely communicative. Therefore, these practices do not lead to genuine communicative language skills. Therefore, according to Howatt, in teaching, it is possible to take the weak or the strong line of communicative language. The week's type has been used for various years and is the most commonly used due to the fact that it puts stress on provision of learners with opportunities where they can use English for communication purposes and these are also integrated to their learning.

However, for communication to be described and accrued as genuine, there must be the uneven information distribution, the negotiation of meaning, request clarification, topic nomination and also the activities which involve the negotiation and argument from one speaker to another. Therefore, in genuine communication, there are decisions on what to say and to whom. This is what makes the classroom-based communication important due to the fact that the educator can be involved in grouping students to groups which they can engage in communication and also correct their members in case they go wrong. However, teachers are the primary sources of the communicative language and they should also ensure that they are sensitive to what happens in their classrooms.

According to (Littlewood, 1981), the communicative ability is seen as a very complex phenomenon which has various sides all which might be interrelated. Therefore, due to this issue, there is a need for a broader scope for the student who is involved in learning foreign languages. Within a group of learners, it matters what an individual might undergo. This means that a Learner is taken as an individual and he/she too is a complex phenomenon. Therefore, an individual leader ought to be respected and also encouraged to make sure that he/she has learned how to express himself/herself. Therefore, this suggests

that in learning may be in a class-based environment, it is important to consider an individual learner and focus on each individual's understanding of the subject matter.

Therefore, in learning any foreign language there must be the issue of reality where the teachers and the educators walk the students through the entire process of learning. Additionally, it should also encompass communication just as it happens in the outside and inside of the classroom and also with learner's reality in the classroom and the outside world setting. Therefore, foreign language learning is concerned with both individual learning and also classroom learning. The learning of an individual is gauged when they engage in a conversation and communication with another person while the classwork communication of gauged in group work, discussions and other class-based interactions.

According to (Nunan, 1991), for the enhancement of communicative ability as discussed earlier, it is important to offer communicative tasks which are incorporated in the language curriculum. Therefore, with this approach, learners need to engage in one on one conversations and communication outside the classroom through socialization and other processes which encourage language acquisition. Therefore, to attain communicative competence, there are features which could enhance and promote the strategy which are; engagement in communication through interaction using the language one want to learn, authentic texts introduction to the learning process, learners can also be subjected to learning in the specific language other than learning the language itself and finally, there should be a link between the outside world to the classwork world where learners are involved in practicing the language.

Through the task-based language teaching, a leaner is easily equipped with the important knowledge they need to understand connected to classroom practice and also the outside world communicative expertise. Through this form of learning, the learner gains experience through various mediums such as personal learning, reflective learning and also encourages one to learn from such things as listening to a tape in the preferred learning language. Tasks have been defined by various scholars in different terms but they all account to one thing which involves the involvement of language and content. Therefore, in a school setting, a task-based curriculum involves making decisions which are; the rehearsal rationale which suggests that learners should already know what they intend to with the target language.

According to (Richards & Schmidt, 2014), communicative competence is gained through various aspects and this all depends on the nature of the communication. Therefore, through this form of learning, there is a need to differentiate actual communication from communicative competence. Additionally, understanding the various feature and components of communicative competence could really help the educators and the students stay in the best path in their learning endeavors. Communication can be in theoretical form and with this, it means that the learners are only engaged in understanding the vocabulary, the grammar and another issue which are useful in a certain language. This is why various studies suggest the applied nature of communication which serves further as a guide toward attaining communicative competence of a foreign language. With both of these strategies, it makes sure that learners can learn about the theories and later, practice on the applied forms of communication.

Through this approach, there is the consideration of both the objective and the subjective feedback which means that the teacher can play a critical role in aiming communicative competence. Teachers are, therefore, involved in getting and communicating the appropriate feedback to their students once they are involved in both the theoretical and the applied communication. This appears to be very helpful in gaining various skills and knowledge even in the pronunciation of terms on forging language along with attaining gradual growth.

According to (Savignon, 2002), there are goals and processes which are involved in classroom learning commonly called the communicative language teaching. Communicative competence is the most considered phenomenon when one talks about communicative language learning and this can be understood through interpretation expression and also negotiation. This is what drives the development

of syllabus. For instance, during the early times when people from other countries were involved in the migration to North America and also in Europe, Europe came up with a syllabus to cover the immigrants learning and to enable them to gain skills and major concepts of their languages. Learners were subjected to the language for various purposes and assessments were also done in line with what the learners wanted to do with the language. Process communication is another model which was highly embraced during this time.

For learners to gain competence in a foreign language, there must be a focus on the learner which CLT upholds. This trend has grown over time especially in the United States where students even in the current syllabus and curriculum are encouraged to get involved in various activities in the classroom such as doing class-related presentations, writing essays and also use of other forms of competence measurement as a way to gauge their skills and knowledge of English. Through CLT, there are principles which have to be followed and improvised for communicative competence to be effective;

- The teaching of a language is usually based on the view of communication enhancement,

- The competence of a learner is usually considered to be relative and not absolute,

- Culture is one of the factors which is recognized as a shaper of communicative competence,

- Learners can get involved in doing things with the language they are learning

- More than a variety of a certain language should be highly considered for teaching and learning.

According to (Richards, 2005), from the time that communicative language teaching was initiated to enable communicative learning, there are various phases which it has gone through. In the first suggestions, a syllabus was meant to be developed and this would enable the process of teaching and making the learners understand the different aspects of the foreign language they would love to engage in. therefore, at this time, the syllabus organization was not based on the grammar structures but put more emphasis on notions and functions. This means that learners would be involved physically in the language they intend to study instead of learning about the vocabulary to use. Additionally, through the embracing of the classroom technique, varies class-based activities such as group work, presentations, and continuous assessment was used in the implementation of the communicative approach.

The modern language competence acquisition focusses on CLT and this defines the principles for teaching and learning. According to some of the communicative competence learning approaches, inputs to the learning process are highly considered and these give a suggestion that the subject matter and content should be rich in vocabulary in order to make sure that the learners gain competence. However, the task-based approach which has been one of the most effective technique focusses on the class-based tasks which are given to learners to sharpen their acquisition skills. Additionally, there are approaches which are text-based and also competency based which are intense and ensure that the learner has grasped both the grammatical context of the language and also the communicative form.

According to (Tarone, 1981), there are some differences or interesting phenomenon's which happen in the case that a second language learner tries to engage in communication with a native speaker. In some cases, the learner will make up words which may seem fit to him but they might not be right according to the native speaker. For instance, one may call a balloon an airball and this is what they might relate with in real sense before they have gained the complete knowledge that it's supposed to be called a balloon. Therefore, this is where communication strategies manifest themselves due to the fact that they define the gap which happens between the linguistic knowledge of the second language learner and also the linguistic knowledge of the native speaker in communication situations. Therefore, in this form of communication strategy, the speaker and the leaner tries to communicate the meaning of what he

means to the listener, the speaker believes in the linguistic structure and finally, the speaker also attempts alternate means of the communication of meaning.

With the communication strategy, the learner is able to grasp vocabulary and the words he/she is supposed to use with time and this is what leads to the fluency of the nonnative speaker. However, in various communication situations, the nonnative speakers try to relate the situations and the words with another word or content which they are conversant with and try to use what they have already mastered in the class-based environment and also in socialization context.

Conclusion

The acquisition of a second language communicative competency needs leaners and especially individual learners to understand the primary needs of communication which are described as the ability and the know how to transmit and interpret information accordingly and accurately using the correct grammar. This should form meaning and the combination of words should definitely lead to an understandable language. Additionally, learners should always strive to ensure that they use sentences and worlds which are in line with the communication purpose and this helps in the creation of meaning and also enhances authenticity.

Not only in the class setting, should learners have the ability to come up with suitable topics of discussion which initiate a productive conversation. The classroom should not be the only place where the learners can engage in various language learning activities. One of the most suggested strategies is engagement in communication with a native speaker to ensure that the learner grasps some of the vocabularies and is able to set their way of communication straight. Additionally, in the class setting, the teachers and educators should engage the students in various strategies which enable open communication such as presentations and group discussions.

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