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## FORMATION OF COMMUNICATIVE COMPETENCE IN ENGLISH LANGUAGE TEACHING

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### ABSTRACT

This article discusses the formation of communicative competence in English language teaching. To facilitate the formation of communicative competence, teachers need to adopt a student-centric approach that focuses on providing learners with authentic language input, opportunities for practice and feedback, adaptation to learners' needs, teaching functional language use, and promoting intercultural communication. Additionally, teachers should create a communicative classroom environment that encourages learners to communicate and express their ideas, opinions, and feelings in English. With these factors in place, learners can develop their communicative competence faster and more effectively, enabling them to communicate effectively in a variety of contexts and situations.

### KEYWORDS

Communicative competence, English language, feedback, adaptation, learners' needs, teaching functional language, encourages learners.

### INTRODUCTION

English language teaching has always been a challenging task as it involves cognitive, contextual, and communicative aspects of learning. Therefore, the

formation of communicative competence in English language teaching becomes an essential aspect of the teaching methodology. Communicative competence

refers to the ability to communicate effectively in a particular language, and it involves both linguistic and socio-pragmatic competences. Formation of communicative competence in English language teaching is an intricate process that requires teachers to adopt a student-centric approach that focuses on functional language use, situational appropriateness, and intercultural communication. In this article, we will explore the factors that contribute to the formation of communicative competence in English language teaching.

### **THEORETICAL FRAMEWORK**

Communicative competence is rooted in the socio-cognitive theories of language acquisition, which suggest that language is learned through interaction with the environment and others. According to social interactionism theory, the acquisition of language is an active process where learners construct meaning based on their experiences and interactions with others. On the other hand, cognitive learning theory suggests that learning is influenced by mental processes, such as attention, memory, and motivation. Therefore, communicative competence is developed through a combination of social interaction, cognitive processes, and motivation.

Communicative competence involves both linguistic competence and socio-pragmatic competence. Linguistic competence refers to the knowledge of

grammar, syntax, vocabulary, and spelling. In contrast, socio-pragmatic competence refers to the ability to use language appropriately in various social contexts and situations. Therefore, communicative competence involves not only the mastery of language rules but also the ability to apply them to achieve communicative goals.

### **Factors Contributing to the Formation of Communicative Competence**

#### **1. Language Input and Exposure**

Language input and exposure play a crucial role in the formation of communicative competence. Learners need to be exposed to authentic language input that reflects real-life situations and contexts to develop their linguistic and socio-pragmatic competencies. Therefore, teachers need to provide learners with a variety of language input sources, such as videos, audio recordings, authentic texts, and discussions, that expose them to different language functions, structures, and styles. Additionally, learners should have access to language input that matches their proficiency level, interests, and needs to facilitate their language acquisition.

#### **2. Interaction and Feedback**

Interaction and feedback are crucial in the formation of communicative competence as they provide learners with opportunities to practice their language skills and

receive feedback on their performance. Teachers need to create a communicative classroom environment that encourages learners to express their ideas, opinions, and feelings in English. Additionally, teachers should provide learners with constructive feedback that highlights their language strengths and weaknesses and offers suggestions for improvement. Feedback should be focused on both linguistic and socio-pragmatic aspects of communication to develop learners' communicative competence holistically.

### **3. Adaptation to learners' Needs**

To facilitate the formation of communicative competence, teachers need to adapt their teaching methodology to learners' needs, preferences, and styles. Teachers should consider learners' proficiency level, learning style, cultural background, and motivation when designing their lesson plans and activities. Additionally, teachers should provide learners with opportunities to practice their language skills in authentic contexts that match their interests and needs. This will help learners to develop their communicative competence faster and more effectively.

### **4. Functional Language Use**

Functional language use is a critical aspect of communicative competence as it involves the ability to use language to achieve specific communicative goals. Therefore, teachers should focus on teaching learners

the language functions that are relevant to their needs and interests. This approach will ensure that learners acquire the language skills they need to communicate in real-life situations. Additionally, teachers should provide learners with opportunities to practice using functional language in different contexts and situations to enhance their communicative competence.

### **5. Intercultural Communication**

Intercultural communication is an essential aspect of communicative competence as it involves the ability to communicate effectively across cultural boundaries. Therefore, teachers should expose learners to diverse cultural perspectives and practices that can impact their communication. Additionally, teachers should teach learners the cultural norms and values that underpin communication in English-speaking cultures. This will help learners to develop their socio-pragmatic competence and become effective communicators in multicultural settings.

### **CONCLUSION**

The formation of communicative competence in English language teaching is a complex process that involves multiple factors, including language input, interaction, adaptation to learners' needs, functional language use, and intercultural communication. To facilitate the formation of communicative competence, teachers need to adopt a student-centric

approach that focuses on providing learners with authentic language input, opportunities for practice and feedback, adaptation to learners' needs, teaching functional language use, and promoting intercultural communication. Additionally, teachers should create a communicative classroom environment that encourages learners to communicate and express their ideas, opinions, and feelings in English. With these factors in place, learners can develop their communicative competence faster and more effectively, enabling them to communicate effectively in a variety of contexts and situations.

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