



## CONCEPTUAL FOUNDATIONS FOR COMMUNICATIVE COMPETENCE IN A FOREIGN LANGUAGE IN CLIL CLASSES

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<https://doi.org/10.5281/zenodo.11499063>

### Abstract

Communicative competence in a foreign language encompasses the ability to effectively use the language in real-life situations, taking into account linguistic, social, and cultural aspects. It consists of several components: linguistic competence (knowledge of the language), sociolinguistic competence (understanding of the social context), discursive competence (ability to construct coherent statements), strategic competence (methods of compensating for language gaps), and intercultural competence (understanding of cultural differences). These foundations help educators create more effective teaching methodologies that promote comprehensive language acquisition.

**Keywords:** communicative competence, linguistic competence, sociolinguistic competence, discursive competence, strategic competence, intercultural competence, language learning, social and cultural knowledge, teaching methodologies.

Communicative Competence in a Foreign Language refers to an individual's ability to effectively use a foreign language in real-life situations. It encompasses not only language proficiency but also social and cultural knowledge, enabling people to use the language correctly and effectively in specific contexts. The following conceptual foundations for communicative competence in a foreign language can help language teachers better understand the complex nature of language learning and provide recommendations for developing effective language instruction:

**1.Canale and Swain's Model (1980):** Canale and Swain proposed a model of communicative competence consisting of four components: grammatical, sociolinguistic, discourse, and strategic competence. Grammatical competence refers to knowledge of grammatical rules and vocabulary, sociolinguistic competence includes the ability to use language appropriately in various social contexts, discourse competence relates to the ability to create coherent and cohesive discourse, and strategic competence involves the ability to use communicative strategies to compensate for breakdowns or misunderstandings in communication.



**2. The International English Language Testing System (IELTS)** was first introduced in 1989 and has since become one of the most widely used English language proficiency tests in the world. The IELTS speaking test is designed to assess a candidate's ability to effectively communicate in English in various life situations and is scored on a scale from 0 to 9. The criteria for communicative competence are based on the following four main areas:

*Fluency and Coherence:* This criterion measures the candidate's ability to speak at an appropriate pace and maintain a logical and coherent structure in their speech. It includes the use of linking words and discourse markers to connect ideas, the ability to sustain conversation, and avoiding frequent pauses, hesitations, and repetitions.

*Lexical Resource:* This criterion measures the candidate's vocabulary range and their ability to use a variety of words and phrases accurately and appropriately. It considers the use of a diverse vocabulary, including less common and idiomatic expressions, as well as the ability to use words correctly in context.

*Grammatical Range and Accuracy:* This criterion assesses the candidate's ability to use a range of grammatical structures accurately and appropriately, including various sentence structures such as complex sentences. It also evaluates the ability to use grammatical constructions correctly and avoid common errors.

*Pronunciation:* This criterion evaluates the candidate's ability to produce sounds and intonation patterns accurately and clearly, including the correct pronunciation of individual sounds, stress, and intonation, as well as the ability to use appropriate rhythm and intonation in connected speech.

**3. Byram's Model of Intercultural Communicative Competence (1997)** includes three components: knowledge, skills, and attitudes. Knowledge refers to the understanding of cultural differences and similarities, skills involve the ability to communicate effectively across cultures, and attitudes encompass curiosity, openness, and respect towards other cultures.

**4. The Common European Framework of Reference for Languages (CEFR)** provides a comprehensive framework for learning and teaching languages, incorporating communicative competence as a key component. The framework consists of six levels, describing learners' language proficiency from A1 (beginner) to C2 (advanced). CEFR defines communicative competence as the ability to effectively use the language in various contexts and for different purposes.



**5. Larsen-Freeman's Model (2018):** Larsen-Freeman proposed the Dynamic Systems Theory model, which views language learning as a complex adaptive system. The model includes four components: linguistic knowledge, language use, discourse, and identity. Linguistic knowledge encompasses the understanding of grammar and vocabulary, language use refers to the ability to use the language in real-life situations, discourse pertains to the ability to create coherent discourse, and identity involves the learner's self-perception in relation to the target language and culture.

**Table 1: Overview of Interpretations of Communicative Competence by Various Scholars and Language Testing Systems**

Scholar	Components of Communicative Competence	Characteristic Features
Hymes	Grammatical, sociolinguistic, discourse, and strategic competence	Knowledge of grammar and vocabulary, understanding of social and cultural context
Bachman	Linguistic, pragmatic, sociolinguistic, and discourse competence	Knowledge of grammatical rules, vocabulary, and syntax, ability to use language in various contexts considering social and cultural norms, understanding of sociocultural conventions and norms, ability to use language effectively and coherently in extended discourse.
Canale and Swain	Grammatical, sociolinguistic, discourse, and strategic competence	Knowledge of grammatical rules and vocabulary, ability to use language appropriately in different social contexts, create coherent and cohesive discourse, use communicative strategies to avoid misunderstandings.
Byram	Knowledge, skills, and attitudes	Ability to communicate effectively across cultures, openness, and respect towards other cultures.
Larsen-Freeman	Linguistic knowledge, language use, discourse, and identity	Knowledge of grammar and vocabulary, use of language in real-life situations, ability to create coherent discourse, learner's self-perception in relation to the



	target language and culture.	
<b>CEFR</b>	Language proficiency levels from A1 (beginner) to C2 (advanced)	Ability to use the language effectively in various contexts and for different purposes.
<b>IELTS</b>	Fluency and coherence, lexical resource, grammatical range and accuracy, and pronunciation	Ability to speak at an appropriate pace and maintain a logical and coherent structure in speech, use a diverse vocabulary, use grammatical constructions correctly, produce clear and intelligible speech, correct pronunciation of sounds, stress, and intonation.

This table provides a concise summary of different models and interpretations of communicative competence in a foreign language by various scholars and language testing systems.

The concept of communicative competence has evolved over the years, with scholars proposing various models and frameworks to explain its nature and components. While there are differences in how communicative competence is defined and implemented, there is a common understanding that it encompasses more than just knowledge of grammar and vocabulary and is influenced by social and cultural factors. These studies are significant for language teaching and learning, as they highlight the importance of developing students' communicative competence in a holistic and context-dependent manner.

Other scholars have investigated the role of social and cultural factors in shaping communicative competence. Kramsch (1993) argues that communicative competence cannot be separated from the cultural context in which it occurs, and that learners must develop an understanding of the cultural norms and values that shape communication to achieve true communicative competence. A more recent scholarly work emphasizes the importance of considering the social and cultural context of communication, arguing that communicative competence should be understood as a dynamic and constantly evolving process influenced by an individual's social and cultural experiences.

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