

THE AREAS OF COMMUNICATIVE COMPETENCE FOR CONNECT IN AUTHENTIC SOCIAL ENVIRONMENT

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Guide

Abstract

A useful framework for understanding communication competence was designed by Spitzberg&Cupach (1984) and is known as the component model of competence because it is comprised of three specific dimensions: motivation (an individual's approach or avoidance orientation in various social situations), knowledge (plans of action; knowledge of how to act; procedural knowledge), and skill (behaviours actually performed).The component model asserts that communication competence is mutually defined by the interdependency of the cognitive component (concerned with knowledge and understanding), the behavioural component (concerned with behavioural skills), and the affective component (concerned with attitudes and feelings about the knowledge and behaviours) by interactions in an interpersonal encounter within a specific context. Rubin (1985) explains that communication competence is “an impression formed about the appropriateness of another's communicative behaviour” and that one goal of the communication scholar is to understand how impressions about communication competence are formed, and to determine how knowledge, skill and motivation lead to perceptions of competence within various contexts.



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▪ Introduction

The communicative competence is dependent on the context in which the interaction takes place. Communication which is successful with one group in one situation may not be perceived as competent with a different group in another situation. McCroskey (1982) attempts to clarify the importance of competence when he writes, “The domain of communicative competence includes learning what are the available means (available strategies), how they have been employed in various situations in the past, and being able to

determine which ones have the highest probability of success in a given situation. Canary and Cody (2000) provide six criteria for assessing competence which include, but are not limited to, perceived appropriateness and effectiveness.

Communication is one of the important tools that aid us to connect with people. Either you are a student or a working professional, good communication is something that will connect you far ahead. Proper communication can help you to solve a number of issues and resolve problems. This is the reason that one must know how to communicate well. The skills of communication essential to be developed so that you are able to interact with people. And able to share your thoughts and reach out to them. All this needs the correct guidance and self-analysis as well.

▪ **Concept of Communicative Competence**

A person's ability to communicate in one or all types of speech activity, which is a special quality of a real linguistic personality acquired in the process of natural communication or specially organized training.

A linguistic term that refers to the ability to function in a communicative setting. This requires grammatical knowledge of the language, as well as social knowledge of how to use it appropriately.

Use of language knowledge in specific contexts through different linguistic skills.

The language abilities which enable learners to convey and interpret messages and negotiate meanings in various contexts.

The ability to use grammatical sentences in a language and in the appropriate context, at the right time and place. It involves both grammatical and cultural competence.

An underlying system of skills and knowledge required for interaction.

A person's ability to communicate in a target language in an appropriate way.

Is outlined as the learner's proficiency and adeptness at conveying and sharing meaningful exchanges successfully in the target language within a given context.

An ability to communicate efficiently, possession of techniques and skills of transferring of information, emotions, high level of accuracy of interpersonal perception and understanding.

The language abilities which enable learners to convey and interpret messages and negotiate meanings in various contexts.

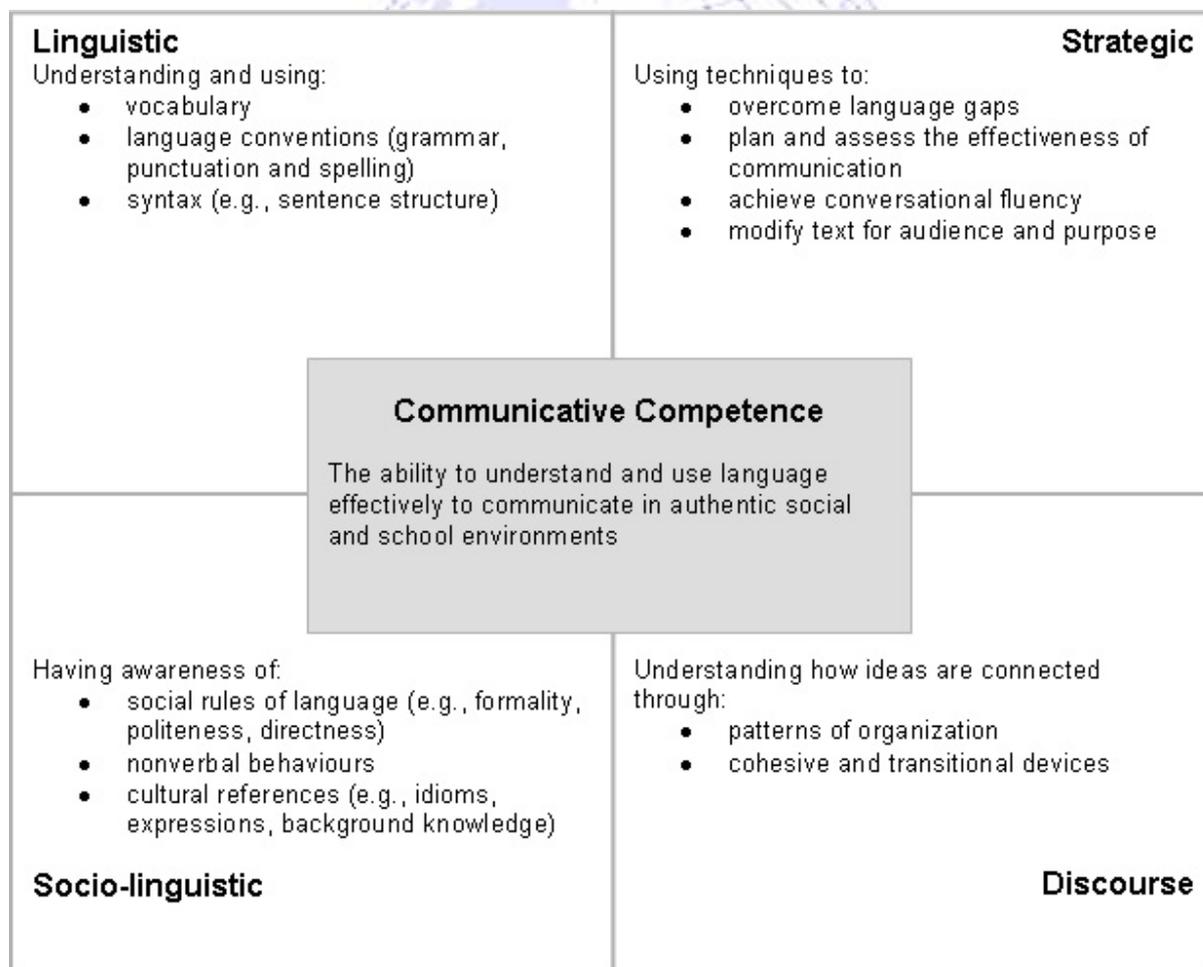
Learner's ability to use language to communicate successfully.

A term in linguistics which refers to a language user's grammatical knowledge of syntax, morphology, phonology and the like, as well as social knowledge about how and when to use utterances appropriately.

▪ Areas of Communicative Competence

Communicative language teaching involves developing language proficiency through interactions embedded in meaningful contexts. This approach to teaching provides authentic opportunities for learning that go beyond repetition and memorization of grammatical patterns in isolation. A central concept of the communicative approach to language teaching is communicative competence: the learner's ability to understand and use language appropriately to communicate in authentic (rather than simulated) social and school environments.

The table below illustrates how each communicative area contributes to communicative competence.



(Reference - wwwcommunicativelanguagelearning.wordpress.com/2010/06/07/four-elements-of-definition-of-communication-competence-by-canale-and-swain)

1. Communicative Competence by Strand – Listening

Listening is the first way in which English language learners involve themselves in the

language learning process. It involves hearing, processing and interpreting spoken words by distinguishing sound, rate, pitch, volume and tone as part of the communication process.

Linguistic Competence Second language listeners must recognize the words they hear. They need to know the basic sounds of letters and syllables, pronunciation of words, intonation and stress. They also need to understand and apply the rules of word formation and sentence formation. The second language student, who can understand how words are segmented into various sounds, and how sentences are stressed in particular ways to convey meaning, finds it easy to understand the meaning of a message. This too, enhances the students' reading and writing skills.

Strategic Competence Strategic Listening is guessing the meaning by employing the bottom-up skill with top-down processing. In the bottom-up skill the student gets meaning from discrete sounds, individual syllables and separate words. In the top-down processing the student gets meaning from broad contextual clues and background knowledge. The ability to use linguistic and non-linguistic clues is essential. This combination of these skills and processes assist the learner to predict accurately and to make adjustments accordingly.

Socio-linguistic Competence The listener adjusts responses to an utterance accordingly. The skilled listener knows when it is appropriate to comment, ask questions or respond non-verbally. The listener is aware of audience, purpose, genre, topic and degree of formality.

Discourse Competence As students listen to oral text they are able to predict and to anticipate what will follow.

2. Communicative Competence by Strand – Speaking

Speaking is a vital component of language learning that incorporates verbal communication elements such as intonation, timing, inflection, speed, rhythm and pausing, as well as nonverbal elements to support verbal communication, such as gesturing and facial expressions.

Linguistic Competence Knowing the basic sounds of letters and syllables, pronunciation of words, intonation and stress. It is understanding and applying the rules of word formation and sentence formation.

Strategic Competence Strategic speakers master talk techniques using a range of speaking strategies such as paraphrasing, redirecting, clarifying, sustaining, stalling and avoiding.

Socio-linguistic Competence A speaker uses appropriate language in order to apologize, compliment, (dis)agree, summarize, and persuade. There is knowledge of context and speech is adjusted accordingly; e.g., formal, informal, neutral.

Discourse Competence Student is able to demonstrate relationships of ideas such as time, cause and effect, contrast and emphasis.

3. Communicative Competence by Strand – Reading

The process of reading involves decoding (recognizing and understanding letters, numbers and symbols and how they are used to form words and represent ideas) and comprehension (constructing meaning from words, numbers and symbols in different contexts).

Linguistic Competence It includes knowledge of vocabulary, punctuation, phonological awareness and decoding skills. It involves the reader's knowledge of linguistic structures to understand text.

Strategic Competence A strategic reader has a repertoire of strategies to compensate for missing knowledge. Cueing systems such as graph-phonemic, syntactic, semantic and contextual cues are applied to regain meaning.

Socio-linguistic Competence It involves the rules and principles that the reader applies to understand the author's purpose, genre, and level of formality, format and topic. This competence includes knowledge of allusion, metaphors, idioms and figurative language.

Discourse Competence Readers identify various connectors such as reference, substitution, ellipsis, conjunction, repetition and lexical cohesion in order to understand the relationships between ideas to develop holistic comprehension.

4. Communicative Competence by Strand – Writing

The process of writing involves exploring, shaping and recording one's thoughts and communicating them through various text forms to particular audiences using appropriate tone and voice. Conventions such as spelling, punctuation, grammar, as well as syntax (sentence structure) and word choice, are elements of the writing process.

Linguistic Competence It includes grammar, vocabulary and the mechanics of the language. These performance aspects of written language are highly valued in judging the quality of a piece of writing.

Strategic Competence A strategic writer creates text appropriate to purpose, voice, audience, form and occasion.

Socio-linguistic Competence The student is able to vary the use of language in terms of audience, purpose, genre, topic and degree of formality. It is through socio-linguistic competence that writers maintain their credibility with their audience.

Discourse Competence Knowledge of transitional devices that connect one element in a text with another. Transitional devices such as reference, substitution, ellipsis, conjunction and lexical cohesion.

▪ **Four Elements of Definition of Communication Competence**

Four Elements of Definition of Communication Competence by Canale and Swain:

1. **Grammatical Competence: words and rules** - Knowing how to use the grammar, syntax, and vocabulary of a language. Linguistic competence asks: What words do I use? How do I put them into phrases and sentences?)
2. **Sociolinguistic Competence: appropriateness** - Knowing how to use and respond to language appropriately, given the setting, the topic, and the relationships among the people communicating. Sociolinguistic competence asks: Which words and phrases fit this setting and this topic? How can I express a specific attitude (courtesy, authority, friendliness, respect) when I need to? How do I know what attitude another person is expressing?
3. **Discourse Competence: cohesion and coherence** - Knowing how to interpret the larger context and how to construct longer stretches of language so that the parts make up a coherent whole. Discourse competence asks: How are words, phrases and sentences put together to create conversations, speeches, email messages, newspaper articles?
4. **Strategic Competence: appropriate use of communicative strategies** - Knowing how to recognize and repair communication breakdowns, how to work around gaps in one's knowledge of the language, and how to learn more about the language and in the context. Strategic competence asks: How do I know when I've misunderstood or when someone has misunderstood me? What do I say then? How can I express my ideas if I don't know the name of something or the right verb form to use

▪ **Six Criteria for Assessing Communication Competence**

The criteria include adaptability, conversational involvement, conversational management, empathy, effectiveness, and appropriateness. They are explained in more detail below:

1. Adaptability (flexibility)

- a. The ability to change behaviours and goals to meet the needs of interaction
- b. Comprised of six factors
 1. Social experience - participation in various social interactions
 2. Social composure - refers to keeping calm through accurate perception
 3. Social confirmation - refers to acknowledgment of partner's goals
 4. Appropriate disclosure - being sensitive to amount and type of info
 5. Articulation - ability to express ideas through language
 6. Wit - ability to use humour in adapting to social situations; ease tensions

2. Conversational Involvement

- a. Behavioural and cognitive activity

b. Cognitive involvement demonstrated through interaction behaviours

c. Assessed according to three factors

1. Responsiveness - knowing what to say, know roles, interact

2. Perceptiveness - be aware of how others perceive you

3. Attentiveness - listen, don't be pre-occupied

3. Conversational Management

a. How communicators regulate their interactions

b. Adaptation and control of social situations

c. Who controls the interaction ebb and flow and how smoothly the interaction proceeds

d. How topics proceed and change

4. Empathy

a. The ability to demonstrate understanding and share emotional reactions to the situation

b. Need not lead to "helping" the other person

c. Cognitive understanding

d. Parallel emotions

5. Effectiveness

a. Achieving the objectives of the conversation

b. Achieving personal goals

c. A fundamental criteria for determining competence

6. Appropriateness

a. Upholding the expectations for a given situation

b. A fundamental criteria for determining competence

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