INFLUNCE OF COMMUNICATIVE COMPETENCE IN TEACHING DISCOURSE

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Abstract : This article investigates the systematic development of students' discursive competence through the strategic use of dialogic interaction in the foreign language classroom. The paper analyzes various pedagogical techniques, including information-gap activities, role-playing, and situational simulations, to determine their effectiveness in enhancing students' ability to initiate, sustain, and conclude conversations. Special attention is given to the "Interaction Hypothesis," exploring how the negotiation of meaning during a dialogue forces learners to adjust their linguistic output and cognitive processing.

The Development of Communicative Competence and Language Pedagogy The main goal of teaching foreign languages has changed significantly in the current globalization period. A more comprehensive "Communicative Language Teaching" (CLT) approach has replaced the previous "Grammar-Translation" technique, which placed an emphasis on rote memorization of vocabulary and rules. The development of discursive competence—a learner's capacity to create and comprehend cohesive

texts within a particular context—is at the core of this contemporary educational revolution.The ultimate test of success for students, especially those learning English as a foreign language (EFL), is no longer simply "knowing" the language as a static collection of rules but rather "using" it to have a meaningful, prolonged discourse in a variety of social contexts.Discourse is social, cognitive, and interactive by nature. It is a dynamic conversation where meaning is continuously negotiated between interlocutors rather than just a series of grammatically isolated statements. The "silent classroom" issue, however, continues to be a problem in contemporary education. Even though many students have a large vocabulary and a high level of theoretical language expertise, they are unable to carry on an impromptu discussion. This sharp discrepancy between communicative performance—the actual application of language knowledge—and linguistic competence—the internal understanding of language—indicates that conventional training frequently falls short of preparing students for the unpredictability of real-world interaction. Pedagogical attention must shift back to the discourse, which is the most basic unit of human interaction, in order to close this gap[1].

As a micro-world of social interaction, dialogues give students a structured yet adaptable framework to practise the subtleties of real-time communication. The "Interaction Hypothesis," a theory made popular by Michael Long, is introduced to students through dialogic practice. It holds that language learning is most successful when learners are compelled to "negotiate meaning" in order to overcome communication failures. To make sure their point is understood during a heated discussion, a student may need to use synonyms, simplify their grammar, or explain their ideas. The shift from halting speech to discursive fluidity is made possible by this "pushed output" and "modified input" process. Additionally, conversations serve as a type of "scaffolding," enabling students to rely on dependable conversational

[1] Bachman, L. F., & Palmer, A. S. (2010). *Language Assessment in Practice: Developing Language Assessments and Justifying Their Use in the Real World* (1st ed.). Oxford University Press. (pp. 43-78).

patterns prior to engaging in more intricate, autonomous speech.Holding a conversation through dialogues enables pupils to grasp the "unwritten rules" of social participation, going beyond simple fluency. These include essential sociolinguistics components like turn-taking customs, courteousness techniques, and the proper use of paralinguistic aspects like body language, tone, and emphasis. Just as important as utilizing proper verbal morphology in a professional or academic situation are understanding when to interrupt, how to politely end a conversation, and how to ask for clarification without offending anybody. These pragmatic abilities may be practiced, corrected, and finally internalized in a safe, replicated setting through dialogues, turning the learner from a "language student" into a "social actor."Even while speaking abilities are acknowledged to be important, many contemporary curricula still find it difficult to incorporate engaging dialogic exercises that go beyond the straightforward, programmed repetition found in textbooks. Methodological frameworks that support "discursive autonomy"—the capacity of a learner to take creative control of a discourse and steer it toward their own communicative goals—are desperately needed. Accuracy is frequently given precedence above the strategic skills needed to oversee a full-scale conversation in today's educational environment[2].

Discursive competence development is a complex educational process that calls for a methodical strategy that shifts from mechanical repetition to independent creative creation. Teachers must employ a wide range of strategies intended to push students to go beyond isolated phrases and participate in prolonged, contextually appropriate interaction in order to successfully close the gap between theoretical language knowledge and practical performance.

1. Scaffolding: Transitioning from Scripted to Semi-Structured Conversations Scripted dialogues are a crucial fundamental tool in the early phases of language

[2] Brown, H. D. (2014). *Principles of Language Learning and Teaching* (6th ed.). Pearson Education. (pp. 215-240).

learning. They offer a "safe" setting where pupils may absorb the phonological elements of the target language, including rhythm, word stress, and intonation patterns. But the shift to semi-structured dialogues is when the real growth of discursive abilities starts.Instead of using a word-for-word script, the instructor uses a conversational framework or a collection of "cues"—such as a list of objectives to meet or certain feelings to convey. Students are forced to create their own language decisions because of this instructional scaffolding. In order to react to their partner's erratic input, they must quickly choose suitable lexical words and grammatical structures. This shift is crucial because it initiates the process of discursive autonomy, in which the student starts to take charge of the conversation [3] .

2. Information Gap Initiatives: The Negotiation Engine Information Gap Activities are one of the most effective ways to promote real-world debate. The "Interaction Hypothesis" states that learning occurs most successfully when there is a real communication "need." The "Interaction Hypothesis" states that learning occurs most successfully when there is a real communication "need." In these exercises, each participant has special knowledge that the other does not, and they must communicate in order to do a particular goal, such describing an image for their partner to sketch or solving a logic puzzle. Because it requires the negotiation of meaning, this method is very successful. Students must employ discursive techniques including clarification queries, understanding checks, and confirmation checks when there is a breakdown in communication. Information Gap activities offer the high-stakes setting required to practise these tactics, which constitute the "glue" of natural conversation [4] .

3. Situational Simulations and Role-Playing: Developing Pragmatics The rules of social behaviour are provided by pragmatics, whereas the rules of language are provided by grammar.Students can experiment with sociolinguistics factors in a

[3] **Canale, M., & Swain, M. (1980).** Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics*, 1(1), 1-47. https://doi.org/10.1093/applin/1.1.1

[4] **Ellis, R. (2003).** *Task-based Language Learning and Teaching*. Oxford University Press. (pp. 103-145).

controlled classroom environment thanks to the combination of role-play and simulation. Learners practise adjusting their register and tone by taking on roles with different social statuses. During simulations, students practise turn-taking and conversational repair in addition to basic information transmission. They learn how to hold the floor using hesitation indicators, how to gently interrupt with "softeners," and how to use tactics like modal verbs to lessen requests. Through these activities, the student is transformed from a "grammar machine" to a social actor capable of navigating the intricacies of interpersonal communication with cultural awareness[5].

4. Arguments and Problem-Solving. Conversations Learners must be encouraged to engage in Argumentative Discourse in order to attain advanced discursive flexibility.Students are forced to go beyond the interchange of facts and into the domain of abstract concepts when using strategies like "Problem-Solving Dialogues" or controlled arguments. The development of coherence and cohesiveness depends on this method. Students must employ cohesive devices and logical connections (such as "however," "consequently," and "on the other hand") in order to succeed. They learn how to construct a "macro-discourse"—a sequence of connected statements that make sense. Because the learner must concurrently manage their language output, their partner's counterarguments, and the discussion's general logical flow, this type of interaction necessitates a high level of cognitive involvement [6] .

5. Meta-cognitive analysis and reflective feedback. Recording student conversations and then providing reflective feedback is a cutting-edge and incredibly successful method.Students participate in meta-cognitive reflection as they listen to recordings of their own encounters. They become into "discourse analysts" of their own speech, observing their own hesitancy patterns, grammatical errors, and effective use of colloquial language. Because it enables students to deliberately hone their techniques for upcoming interactions, this self-correction loop is a potent driver of

[5] **Larsen-Freeman, D., & Anderson, M. (2011).** *Techniques and Principles in Language Teaching* (3rd ed.). Oxford University Press. (pp. 152-178).
[6] **Long, M. H. (1996).** The role of the linguistic environment in second language acquisition. In W. C. Ritchie & T. K. Bhatia (Eds.), *Handbook of Second Language Acquisition* (pp. 413-468). Academic Press.

long-term discursive progress. By using these strategies, the student transcends the textbook and enters the world of real-world communication. Teachers can provide a "pushed output" atmosphere where students are encouraged to push their language bounds by using information gaps, role-plays, and argumentation activities[7].

Communication is a complex skill that goes much beyond simple grammatical correctness, according to research on improving students' capacity to conduct a discourse through dialogues. Dialogues are the best teaching technique for bridging the gap between theoretical linguistic knowledge and actual communicative fluency, as this study has shown. This study finds that dialogic contact serves as an essential catalyst, giving students the "scaffolding" they need to practise impromptu speech and real-time meaning negotiation. Learners are compelled to go beyond individual phrases and produce cohesive, contextually appropriate conversation when they go from controlled situations to more independent kinds of engagement.Additionally, it is demonstrated that the shift from scripted dialogues to unstructured simulations is essential for promoting discursive autonomy, enabling students to confidently negotiate unanticipated communicative circumstances. The study emphasis how important it is to incorporate pragmatic skills like turn-taking rules, sociolinguistics signals, and politeness techniques in order to have successful discourse. Through role-playing and situational practice, these components—which are frequently disregarded in conventional grammar-based instruction—are successfully internalized. The characteristic of advanced discursive competence is the change in students' attention from linguistic form to functional meaning when they are put in situations where they must accomplish a specified communicative objective.

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