

*Proceedings of One-day National Conference on*

# **COMMUNICATIVE COMPETENCE IN ENGLISH: PRECEPT TO PRACTICE**



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## CONTENTS

<b>S.NO.</b>	<b>TITLE</b>	<b>PAGE</b>
<b>1</b>	Applicability of Neurolinguistic Programming (NLP) in Developing Communication Skills in English. Mrs. Anupama Jose	<b>1</b>
<b>2</b>	Revisiting Communicative Competence: Bridging Theory and Practice in Second Language Education Dr. R. Kiruthiga	<b>12</b>
<b>3</b>	Implications of Applying cooperative language learning theories in the English language Classroom Ms. A. Matharasi	<b>17</b>
<b>4</b>	Facets of the Interface between psycholinguistics and communicative competence Ms. K. Gayathri	<b>21</b>
<b>5</b>	Dynamics of Task-based Language Teaching (TBLT) in Second Language Acquisition (SLA) Ms. S. K. Sushma	<b>26</b>
<b>6</b>	Enhancing reading skills through Virtual Reading Clubs Ms. M. Esther Hezbibah Sherin	<b>31</b>
<b>7</b>	The Practice of Communication: Innovations in Second Language Competence Mr. Dinesh T. H.	<b>36</b>
<b>8</b>	Interface of Competency-Based Language Teaching (CBLT) and Communicative Competence in the English Language Classroom Ms. Subi M. S.	<b>41</b>
<b>9</b>	Developing Language Skills through LSRW Mr. R. Rakesh	<b>46</b>
<b>10</b>	Classroom to Conversation: Developing Practical English Communication Skills A. Malavika,	<b>50</b>
<b>11</b>	Technology in Action: Enhancing Communicative Competence Through Digital Tools Dr. T. Suriyaprabha	<b>54</b>
<b>12</b>	Overcoming the Fear of Speaking: Steps Toward English Communicative Competence A. Velumani	<b>58</b>

13	Transforming English Language Teaching: Exploring the Potential of AI Dr. K. Shunmugajothi	63
14	Grammar Meets Communication: Aligning Accuracy with Fluency Dr. N. Radha	68
15	Speaking Beyond Borders: Global Impacts of English Communicative Skills Malin. J	73
16	Memorizing to Mastery: Transforming Traditional English Learning into Interactive Communication G. Amutha	78
17	The Impact of Technology on Communicative Competence in Language Learning P. Mariammal	83
18	The Cultural Edge: How Understanding Context Enhances English Communicative Competence Reshma. K	89
19	Ecological Concerns and Aesthetic Experiences Reflected in Ranjit Lal's <i>The Small Tigers of Shergarh</i> J. Judy Sherlin	94
20	A Critical Study of Naivety of Childhood in R. K. Narayan's <i>Swami and Friends</i> J. Janet Rodrigo	98
21	Effective Meditation of Strategic Competence in Acquiring a Second Language Dr. K. Shunmuga Jothi	102
22	Breaking The Fourth Wall: Redefinition of Realism in Mahesh Dattani's Theatre Nambi Rajan. N Dr. U. Kethrapal	108
23	Digital Dialogues: Leveraging Technology to Build Effective Communicative Skills in English K. Gracia Jeba Jaffrin	114

<b>24</b>	Beyond the Textbook: Dynamic Approaches to Teaching English Communication in Diverse Settings  V. Muthu Aarthi S. Nandhini	<b>119</b>
<b>25</b>	Making Every Word Count: Aligning Practice with Purpose in Achieving English Proficiency  M. Shunmugapriya Dharsini Shunmugapriya K	<b>124</b>
<b>26</b>	Margaret Atwood and Her Futuristic Novels  Primila Evangeline.G	<b>129</b>

## TECHNOLOGY IN ACTION: ENHANCING COMMUNICATIVE COMPETENCE THROUGH DIGITAL TOOLS

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### Abstract

*The integration of technology into language learning has revolutionized how students develop communicative competence. Digital tools offer new avenues for language practice, enabling learners to engage with real-world materials, communicate with peers globally, and receive instant feedback. This article explores how technology can enhance communicative competence by fostering interactive, immersive, and personalized learning experiences. With a focus on digital platforms, mobile applications, and online communities, it highlights how these tools can support the development of speaking, listening, reading, and writing skills in a modern classroom setting.*

**Keywords:** Digital Tools, Communicative Competence, Language Learning, Interactive Platforms, Mobile Apps, Online Communities, Technological Integration, Second Language Acquisition

### Introduction

In the digital age, technology has become an indispensable part of education, particularly in the field of language learning. As Prensky (2001) noted, “Today’s students are all ‘digital natives,’ and learning environments must evolve to meet their needs.” The traditional classroom model of learning, which was often restricted to face-to-face interactions and textbook exercises, now incorporates various digital platforms that provide learners with real-time, authentic language experiences. Communicative competence, the ability to use language effectively and appropriately in various contexts (Canale & Swain, 1980), can be significantly enhanced through the strategic use of these technologies. By allowing learners to engage with diverse language content and real-world communicative situations, digital tools foster both language development and intercultural awareness.

### Technology and the Enhancement of Language Skills

While language learning has traditionally focused on grammar and vocabulary, technology encourages the development of more interactive and communicative skills.

Through tools such as language learning apps, online dictionaries, podcasts, and video platforms, learners can now practice language skills in dynamic, engaging ways. As Reinders (2010) explains, “technology not only provides access to language input but also creates opportunities for output, giving learners the chance to produce language in real contexts.”

### **Listening and Speaking Skills: Interactive Platforms and Speech Recognition**

Listening and speaking are often the most challenging skills for language learners, especially in non-native environments. Digital tools that promote interactive listening and speaking activities help students develop these skills effectively. For instance, platforms like **Duolingo** and **Rosetta Stone** incorporate speech recognition technologies that provide real-time feedback on pronunciation. This immediate corrective feedback enhances learners' pronunciation and fluency, which is essential for conversational competence. As DeHaan (2005) emphasizes, “real-time feedback from digital tools allows for a level of interactivity that traditional classroom methods cannot replicate.” Moreover, video-conferencing applications such as **Zoom** and **Skype** facilitate language exchange programs, where learners can practice speaking with native speakers in real-time. These tools expose students to authentic speech patterns, accents, and cultural nuances that textbooks cannot offer. In this way, digital platforms support both listening comprehension and oral expression, two critical aspects of communicative competence.

### **Reading and Writing Skills: Online Collaboration and Resources**

Digital tools also play a crucial role in enhancing reading and writing skills. **Google Docs**, for example, allows learners to collaborate on writing tasks, provide peer feedback, and participate in group discussions, simulating real-world writing situations. As Warschauer (2000) suggests, “the collaborative nature of online writing tools helps learners refine their language skills in a social, communicative context.” Writing tasks become more interactive when students have access to digital forums, where they can exchange ideas, correct errors collaboratively, and even engage in cross-cultural discussions.

For reading, digital platforms provide a wealth of resources, from e-books and blogs to online news articles and academic papers. Learners are encouraged to read materials that are directly relevant to their interests and real-world concerns, rather than solely relying on textbook passages. This authentic exposure to different writing styles, genres, and registers

helps learners expand their vocabulary and deepen their understanding of how language functions in various contexts.

### **Personalized Learning: Mobile Applications and Adaptive Learning**

One of the most significant advantages of digital tools is the ability to offer personalized learning experiences. Mobile applications like **Memrise**, **Anki**, and **Babbel** tailor content to individual learners, adapting to their proficiency level, learning pace, and specific areas of improvement. These platforms allow students to practice language in a way that suits their learning style, whether through interactive exercises, spaced repetition techniques, or gamified elements. As Vygotsky (1978) argued, learners perform best when tasks are slightly beyond their current ability level, a concept known as the “zone of proximal development.” Mobile apps make it easier for learners to practice at their own level, gradually increasing the complexity of the tasks. Moreover, these tools offer flexible learning environments, enabling learners to practice anytime, anywhere. This accessibility removes many of the constraints of traditional learning settings, allowing students to integrate language practice into their daily routines. Whether commuting or waiting in line, learners can engage with language through listening exercises, quizzes, or vocabulary building, reinforcing their skills continuously.

### **Global Learning Communities: Social Media and Language Exchange Platforms**

One of the most exciting developments in language learning is the rise of global learning communities facilitated by social media and online platforms. Websites like **Tandem** and **HelloTalk** connect learners with native speakers from around the world, allowing them to practice speaking and writing in real-life contexts. These platforms encourage cultural exchange, enabling learners to explore language through conversations, video chats, and even collaborative projects. Social media platforms like **Twitter**, **Facebook**, and **Instagram** further promote language learning by immersing learners in real-world communication. Learners can join groups, follow influencers, participate in discussions, and share their experiences in the target language. These platforms offer both formal and informal language use, reflecting the full spectrum of language communication in daily life. As Thorne (2003) notes, “online communities create a space for authentic, meaningful interactions that extend the classroom into the wider world.”

### **Conclusion**

The integration of digital tools into language learning has opened new avenues for developing communicative competence. By providing students with interactive, immersive, and personalized learning experiences, technology fosters not only the acquisition of language but also its effective application in real-world contexts. Whether through speech recognition software, collaborative writing platforms, or global language exchange communities, digital tools enable learners to move beyond passive knowledge to active, communicative use of language. As technology continues to evolve, the potential for enhancing language competence will only increase, creating exciting new opportunities for language learners and educators alike.

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