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Revisiting Communicative Competence in Korean EFL Education

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The purpose of this paper is to discuss recent notions of communicative competence, especially as it is presented in Korean EFL education. Communicative competence has been modified and reinterpreted several times since the term was introduced by Hymes (1970). Paulston (1974) and Savignon (1983) focus on social interaction while Canale and Swain (1980) offer four categories of communicative competence: grammatical competence, discourse competence, sociolinguistic competence, and strategic competence. In addition, Tarone and Yule (1989) can be viewed as a systematic and comprehensive concept as well as a multi-dimensional mode (Bachman, 1990). Brown (2000) presents linguistic and functional aspects and Savignon's (1983) sociolinguistic competence has been transformed into sociocultural competence (Savignon, 2001). This study shows which aspects of Korean EFL education have been changed and what needs to be accomplished for enhancing student's communicative competence.

I. INTRODUCTION

English education in Korea has been transformed from grammar-oriented teaching and learning in the classroom into communication-oriented teaching, since the Sixth National English Curriculum (6NEC) emphasized the enhancement of learner's communicative competence. The 6NEC focused on the learner's

communicative activities, but in reality there has been no observable educational effects in elementary and secondary school. As a result, the 7NEC for elementary school concentrated on learner's activities in English to achieve its goal of learner's affective domain: interest and self-confidence toward English.

What needs to be discussed is the historical change of the definitions of communicative competence in order to answer the following questions: how does the concept of communicative competence impact Korean EFL education? What is the nature of the relationship between Korean EFL situation and changes in the notion of communicative competence?

First of all, to approach the basic concepts of communicative competence, the present study presents a review of the literature on the concept. The concept of communicative competence have undergone several modifications until now. Since the term "communicative competence" was coined by Dell Hymes (1970), there have been many reinterpretations on the definition of communicative competence. Furthermore, Paulston (1974) emphasized the social meaning in language teaching, so she argued that communicative competence was a concept basic to understanding social interaction. As presented by Canale and Swain's (1980) and later in Canale's (1983) definition, the learner's ability to use a language has been divided into four dimensions of communicative competence as follows: grammatical competence, discourse competence, sociolinguistic competence, and strategic competence.

In recent years, there has been a change of perspective from regarding language as a set of forms (grammatical, phonological, lexical) which have to be learned and practiced, to regarding language as a functional system which is used to fulfill a range of communicative goals. Savignon (1983) considered communicative competence not absolute but relative and at the same time focused on dependence and cooperation of all the participants involved. As pointed out by Tarone and Yule (1989), this shift has largely taken place as a result of fairly convincing arguments that the ability to use a language should be described as communicative competence.

But Bachman (1990) has a different view from the traditional notions of communicative competence. His schematization of communicative competence is simply called 'Language Competence' but can be considered far more systematic and comprehensive than before. In this respect, his view of Language Competence can be characterized as a multi-dimensional model.

The purpose of this paper is to discuss the recent trends of communicative competence related to English education in Korea and to suggest implications for

EFL education. For this goal, this paper investigates the historical definitions of communicative competence. And this paper addresses optimal approaches of communicative competence and communicative activities in a Korean EFL situation.

II. EARLY NOTIONS OF COMMUNICATIVE COMPETENCE

1. Dell Hymes's (1970) Communicative Competence

As a sociolinguist, Hymes has focused on the interaction of language and social setting, so he formed models of interaction in language and social life. In reality, speech communities may not be completely homogeneous, above all, individuals show variation, and language use can not be separated from social factors. Considering these factors, Savignon (1983) points out the following:

In opposition to Chomsky's view of the 'ideal speaker-listener' as a nonexistent abstraction, Hymes looks at the real speaker-listener in that feature of language of which Chomsky gives no account: *social interaction*. It is precisely on language in actual performance that Hymes focuses. (p. 11)

In this respect, Hymes (1970) claimed the following as a prerequisite to a theory of *communicative competence*.

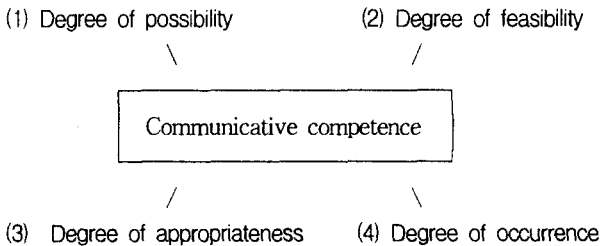
...a theory is required that can deal with a heterogeneous speech community, differential competence, the constitutive role of sociocultural features—that can take into account such phenomena as White Thunder, socio-economic differences, multilingual mastery, relativity of competence in 'Arabic', 'English', etc., expressive values, socially determined preception, contextual styles and shared norms for the evaluation of variables. (C. J. Brumfit & K. Johnson, 1979, p.13)

We can say that Hymes's prerequisite for his theory of communicative competence is apparently opposed to Chomsky's absolute and ideal linguistic theory. He pointed out that Chomsky's (1965) concept of competence was totally independent of sociocultural factors. Abstractness of language comes from the speech community. Chomsky's ultimate goal for language theory is only a

theoretical and abstract generalization. Thus, his concept of 'linguistic competence' cannot help but show limitations in the sense that it is far detached from reality. On the other hand, Hymes's notion of competence is filled with practical aspects of language use. As pointed out by Hymes (1972), although Chomsky defined a dichotomy(competence/performance) for interpreting abstract grammatical theories of the mind, it was not sufficient in explaining aspects of language learning which are influenced by reality.

So as a reinterpretation of Chomsky's notion of competence as 'linguistic competence,' Hymes suggested his model of communicative competence which was composed of four components as follows:

FIGURE 1
Hymes's (1970) Model of Communicative Competence



In short, these notions characterize the individual's underlying knowledge and ability for language use.

First, Degree of possibility refers to what is possible given the individual's linguistic system; i.e. the individual's knowledge of the phonology, morphology, lexicon, syntax in the speech community. According to him, when systemic possibility is a matter of language, the corresponding term is *grammaticality*.

Second, Degree of feasibility refers to what is feasible given the psycholinguistic capacity of the individual; e.g. the individual's memory limitation and perception.

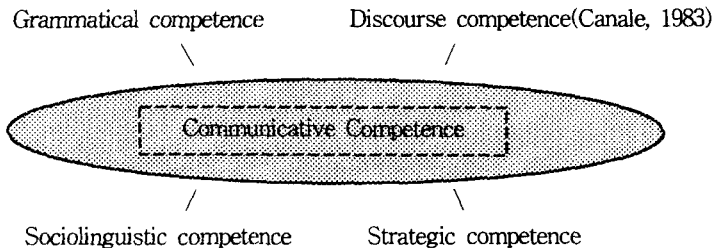
Third, Degree of appropriateness refers to what is appropriate given the nature of the communicative event; e.g. the characteristics of the setting, participants, act, instrumentalities, norms and genre of the event. Finally, Degree of occurrence refers to what occurs or does not given possibility, feasibility, and appropriateness. Thus, it included both what may be possible, feasible, and appropriate but nevertheless not done; and what is not possible, feasible, nor appropriate but is nevertheless done.

In this respect, Hymes's model of communicative competence comes from the notion considering variables not only within individuals, across individuals but across speech communities, and includes rules of language use as well as rules of grammar.

2. Canale and Swain's (1980) Communicative Competence

Canale and Swain and later in Canale (1983) presented four components of *communicative competence* such as grammatical competence, discourse competence, sociolinguistic competence, and strategic competence. As shown in FIGURE 2, we can describe communicative behavior in terms of these four interrelated dimensions. Of these four subcategories, the first two reflect the use of the linguistic system itself. On the other hand, the last two define the more functional aspects of communication.

FIGURE 2
Four Dimensions of Communicative Competence



To begin with, grammatical competence is the ability to produce and understand correct syntactic, lexical, and phonological forms in a language(Canale and Swain, 1980). The dimension of grammatical competence entails the mastery of the grammatical, lexical, and phonological forms of the language. For example, native speakers of English know that **Please you can me help* is an ungrammatical sentence(Tarone and Yule, 1989). It is this aspect of communicative competence that encompasses "knowledge of lexical items and of rules of morphology, syntax, sentence-grammar semantics, and phonology". As Brown (2000) pointed out, it is the competence which is related with mastering the linguistic code of a language. Linguistic accuracy is important for this communicative competence but is not

sufficient. In acquiring the new language one needs to learn, in addition to the structural rules, a set of sociocultural rules that will guide the learner in the choice of appropriate forms. Olshtain and Cohen (1991) also emphasizes this point as follows: successful speaking is not just a matter of using grammatically correct words and forms but also knowing when to use them and under what circumstances.

Secondly, discourse competence relates to features of text, whether it is spoken or written. It is the ability to connect sentences in stretches of discourse and to form a meaningful whole from a series of utterances. Discourse competence is related with cohesion and coherence. According to Canale (1983), cohesion refers to the ways in which utterances are connected so as to produce unified oral or written text. Two areas of coherence, continuity and progression, are essential aspects of discourse. Continuity may be indicated by repetition and rephrasing; progression by a variety of discourse markers that identify the parts of an explanation as well as the relationship among these parts (Hoekje and Williams, 1992). As presented by Brown (2000), discourse means everything from simple spoken conversation to lengthy written texts (articles, books, and the like). While grammatical competence focuses on sentence-level grammar, discourse competence is concerned with intersentential relationships. Thus, cohesion and coherence need to be acquired by learners of a second language. Although cohesion and coherence operate in all languages, their actual realization might take different forms in different languages. In English, for instance, the pronoun system is the most important means of signaling reference of nouns within paragraphs, while in another language gender might be more significant (Olshtain and Cohen, 1991).

Thirdly, sociolinguistic competence is the ability to use a language appropriately in sociocultural contexts (Canale and Swain, 1980). In other words, it is the knowledge of the sociocultural rules of language and of discourse. The dimension of sociolinguistic competence entails the ability to use the language appropriately in typical cultural contexts (Tarone and Yule, 1989). Sociolinguistic competence is the knowledge of the sociocultural rules of language and of discourse. This requires an understanding of the social context in which language is used (the roles of participants, the information they share, and the function of the interaction). Only in a full context of this kind can judgments be made on the appropriateness of a particular utterance (Savignon, 1983). Brown (2000) points out that this type of competence requires an understanding of the social context in which language is used: the roles of the participants, the information they share, and the function of

the interaction. In short, sociolinguistic competence, as presented by Olshtain and Cohen (1991), refers to rules of speaking which depend on social, pragmatic, and cultural elements. Specifically speaking, which linguistic realization we choose for making an apology or a request in any language might depend on the social status of the speaker and/or hearer, and on age, sex, or any other social factor. Furthermore, certain pragmatic, situational conditions might call for the performance of a certain speech act in one culture but not in another.

Finally, strategic competence is the ability to effectively transmit information to a listener, including the ability to use communication strategies to solve problems which arise in this process. Canale and Swain (1980, p.30) described strategic competence as "the verbal and nonverbal communication strategies that may be called into action to compensate for breakdowns in communication due to performance variables or due to insufficient competence." The dimension of strategic competence entails the ability to effectively transmit information to particular addressees.

3. Savignon's (1983) Communicative Competence

Savignon advocates the approach of Canale and Swain (1980) who developed a general overview of communicative competence as comprised of the four components of grammatical competence, discourse competence, sociolinguistic competence, and strategic competence. She has a more extended view which encompasses learner variables, communicative competence, setting or situation, and strategies and processes which interact together in language acquisition. She suggests five notions of communicative competence as follows:

- ① Communicative competence is a *dynamic* rather than a static concept. It depends on the negotiation of meaning between two or more persons who share to some degree the same symbolic system. In this sense, then, communicative competence can be said to be an *interpersonal* rather than an intrapersonal trait.
- ② Communicative competence applies to *both written and spoken language, as well as to many other symbolic systems.*
- ③ Communicative competence is *context specific*. Communication takes place in

an infinite variety of situations. and success in a particular role depends on one's understanding of the context and on prior experience of a similar kind. It requires making appropriate choices of *register* and *style* in terms of the situation and the other participants.

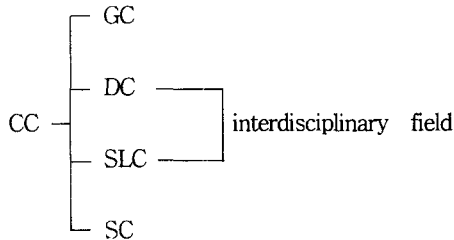
- ④ There is a theoretical difference between *competence* and *performance*. Competence is defined as a *presumed underlying ability*, and performance as the *overt manifestation* of that ability. Competence is what one knows. Performance is what one does. Only performance is observable, however, and it is only through performance that competence can be developed, maintained, and evaluated.
- ⑤ Communicative competence is *relative*, not absolute, and depends on the cooperation of all the participants involved. It makes sense, then, to speak of *degrees* of communicative competence.

As can be seen in this view, Savignon emphasizes that the notion of communicative competence is based on the concepts such as dynamic, interpersonal, context specific, and relative. According to her, the notion of communicative competence goes beyond narrowly defined linguistics and learning psychology to the fields of anthropology and sociology. Furthermore, she looks at language not as individual behavior as one of many symbolic systems that members of society use for communication among themselves. In this light, Savignon tried to focus on the importance of the social contexts or settings.

Now let's see what Savignon's reinterpretation is. To begin with, this paper suggests her version of translating the four components of communicative competence as follows:

As shown in Figure 3, GC may be 'linguistic competence' in the restricted sense of the terms. According to Savignon, it is mastery of the linguistic code, the ability to recognize the lexical, morphological, syntactic, and phonological features of a language and to manipulate these features to form words and sentences. Furthermore, it is not linked to any single theory of grammar, nor does it assume the ability to make explicit the rules of usage. A person only demonstrates GC by using a rule, not by stating a rule. In this respect, Savignon's definition of GC is so clear that we can easily get the point of it.

FIGURE 3
Savignon's Model of Communicative Competence



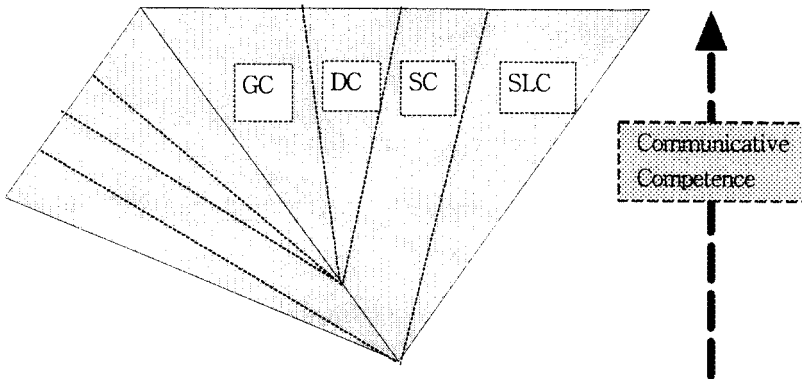
*CC(Communicative Competence), GC(Grammatical Competence), DC(Discourse Competence), SLC(Sociolinguistic Competence), SC(Strategic Competence)

DC may be concerned not with the interpretation of isolated sentences but with the connection of a series of sentences or utterances to form a meaningful whole. In other words, it is the ability to interpret a series of sentences or utterances in order to form a meaningful whole and to achieve coherent texts that are relevant to a given context. In this respect, DC implies that the writer/speaker and the reader/hearer need to have shared knowledge and knowledge of the real world, knowledge of the linguistic code, knowledge of the discourse structure, and knowledge of the social setting.

SC may be characterized by the strategies that one uses to compensate for imperfect knowledge of rules or limiting factors in their application such as fatigue, distraction, and inattention. It is analogous to the need for coping or survival strategies identified in Savignon. The strategies we use to sustain communication include paraphrase, seeking clarification, circumlocution, repetition, hesitation, avoidance, and guessing, as well as shifts in register and style. In sum, the effective use of coping strategies is important for CC in all contexts and distinguishes highly competent communicators from those who are less so. Therefore, Savignon evaluates that SC is an essential component in a descriptive framework for CC. With this view, Savignon pictured the relationship among the four components of CC as follows:

FIGURE 4

Diagram on the interactive nature of the four components of CC



The diagram representing an inverted pyramid suggests a possible relationship between GC, DC, SLC, and SC as overall CC increases. In addition to this, it shows minimally that CC is greater than linguistic or GC. An increase in one component interacts with the other components to produce a corresponding increase in overall CC. Furthermore, it shows how a measure of SLC and SC allows a measure of CC even before the acquisition of any GC. For instance, Universal rules of social interaction and a willingness or need to communicate through gestures, facial expressions, and any other available means may serve to get a message across without the use of language. Beginning with the inverted tip of the pyramid and moving upward, GC, SLC, and DC increase along with a corresponding overall increase in CC.

SC is present at all levels of proficiency although its importance in relation to the other components diminishes (somewhat moving upward unextendedly) as knowledge of grammatical, sociolinguistic, and discourse rules increases. The inclusion of SC as a component of CC at all levels is important because it demonstrates that regardless of experience and level of proficiency one never knows all a language.

More importantly, Savignon (1983) reminds us of the point that whatever the relative importance of the various components at any given level of overall proficiency, it is important to keep in mind the interactive nature of their relationships. Especially, she emphasizes the whole of CC is always something other than the simple sum of its parts.

4. Bachman's (1990) Communicative Competence

Bachman described 'communicative language ability (CLA)' in a way that provided a broad basis for both the development and use of language tests, and language testing research. His description is consistent with earlier works in communicative competence (Hymes, 1970; Canale and Swain, 1980; Savignon, 1983; Canale, 1983). In this light, his model extends earlier models, in that it attempts to characterize the processes by which the various components interact with each other and with the context in which language use occurs.

More importantly, he points out that recent formulations of communicative competence provide a much more inclusive description of the knowledge required to use language than did the earlier skills and components models, in that they include, in addition to the knowledge of grammatical rules, the knowledge of how language is used to achieve particular communicative goals, and the recognition of language use as a dynamic process.

1) Theoretical Framework of CLA

Bachman's picture of CLA can be described as consisting of both knowledge, or competence, and the capacity for implementing, or executing that competence in appropriate, contextualized communicative language use. With this view, he supports Candlin's (1986) definition of communicative competence as follow:

the ability to create meanings by exploring the potential inherent in any language for continual modification in response to change, negotiating the value of convention rather than conforming to established principle. In sum, . . . a coming together of organized knowledge structures with a set of procedures for adapting this knowledge to solve new problems of communication that do not have ready-made and tailored solutions.
(Bachman, 1990, p. 40)

The framework of CLA he proposes includes three components: language competence (LC), strategic competence (SC), and psycho-physiological mechanisms (PPM).

First, LC comprises, essentially, a set of specific knowledge components that are utilized in communication via language. Second, SC is the term Bachman characterizes the mental capacity for implementing the components of LC in

contextualized communicative language use. Thus, SC provides the means of relating language competencies to features of the context of situation in which language takes place and to the language user's knowledge structures (KS: sociocultural knowledge, 'real-world' knowledge).

Finally, PPM refer to the neurological and psychological processes involved in the actual execution of language as a physical phenomenon (sound, light).

2) Reinterpretation of CLA

With more wide view, we can reinterpret CLA as the relationship between internal and external factors of language user: language context. To begin with, the internal factors of language user comprises four components of CLA: KS, LC, SC, and PPM. KS and LC of language user stems from the knowledge of the world and of language that are exposed to language user. These can be called internal context. When internal context and external context (context of language situation) meet each other in any given time and place, we need to have a means to deal with the event or something which happened. As a means to process something happened, SC inevitably will be operated.

By the way, according to Bachman (1990), SC interacts with language user's PPM. But this paper can't help but point out that language user's PPM have to be presupposed in all the other components: KS, LC, and SC. To say, PPM is a basis on the three parts in language use. In this light, there is no need to set a position of PPM. So this paper presented a revised version of Bachman's framework of CLA in Figure 4. Here, we can find the importance of SC.

3) A Hierarchical Structure of LC

Bachman (1990) divides LC into two types: organizational competence and pragmatic competence. Each of these consists of several categories. The tree diagram represents the hierarchical relationships among the components of LC although they are separate and independent of each other. Bachman tries to show the points that in language use these components all interact with each other and with features of the language use situation. In other words, the diagram shows the interaction between the various competencies and the language use context that characterizes communicative language use.

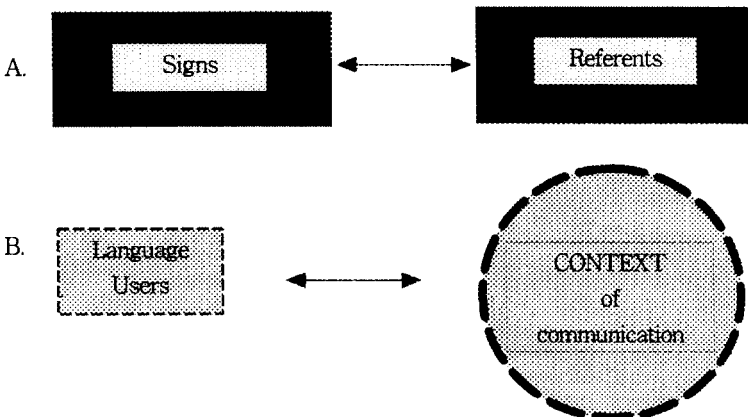
The components of organizational competence are grammatical and textual

competencies. Organizational competence comprises those abilities involved in controlling the formal structure of language for producing or recognizing grammatically correct sentences, comprehending their propositional content, and ordering them to form texts.

On the other hand, pragmatic competence includes illocutionary competence and sociolinguistic competence. That is, one is the knowledge of the pragmatic conventions for performing acceptable language functions, and the other is the knowledge of the sociolinguistic conventions for performing language functions appropriately in a given context.

Bachman discussed the abilities which pertain to the organization of the linguistic signals that are used in communication, and how these signals are used to persons, objects, ideas, and feelings. In other words, they concern the relationships between signs and their referents as the situation A in Figure 5. At the same time, we can consider the language users and the context of communication as the situation B. Thus, we can picture two types of relationships in communicative language use as follows:

FIGURE 5
Two Types of Relationships in Communicative Language Use



Bachman combined the situation A and B, so he presented the notion of pragmatic competence. According to him, pragmatics is concerned with the relationships between utterances and the acts or functions that speakers (or writers) intend to perform through these utterances, which can be called the illocutionary force of

utterances, and the characteristics of the context of language use that determine the appropriateness of utterances. From this background, illocutionary competence and sociolinguistic competence are combined as pragmatic competence.

Bachman unified earlier definitions of communicative competence as a simple but more inclusive definition as language competence. To say, we can say his inclusive notion of communicative competence as an integrative definition.

5. Brown's (2000) Communicative Competence

Brown reinterprets Hymes's (1970) communicative competence as one aspect of our competencies that enable us to convey and interpret messages and to negotiate meanings interpersonally within specific contexts. He also reviews the notion of communicative competence suggested by Canale and Swain (1980), Savignon (1983). In this respect, his view on Hymes' definition of communicative competence can be added as a supplementary explanation as follows:

It is not so much an intrapersonal construct as we saw in Chomsky's early writings but rather a dynamic, inter- personal construct that can be examined only by means of the overt performance of two or more individuals in the process of communication. (p. 246)

Brown introduces four subcategories of communicative competence suggested by Canale and Swain (1980), Canale (1983), Savignon (1983): **grammatical competence**, discourse competence, sociolinguistic competence, and strategic competence. Brown did not suggest any new definition of communicative competence. He just introduced and reinterpreted the traditional concepts from Hymes (1970) to Bachman (1990).

He divided four subcategories into two parts: linguistic aspects and functional aspects. Grammatical competence and discourse competence reflect the use of the linguistic system itself. Sociolinguistic competence and strategic competence define the more functional aspects of communication. Above all, he emphasizes the distinct position of strategic competence. He thought of strategic competence as the way we manipulate language in order to meet communicative goals. For example, an eloquent speaker possesses and uses a sophisticated strategic competence. A salesman utilizes certain strategies of communication to make a product seem irresistible. A friend persuades you to do something extraordinary because he or she

has mastered communicative strategies for the occasion.

Finally, he reinterprets Bachman's (1990) definition of communicative competence. He connects organizational competence with all those rules and systems that dictate what we can do with the forms of language (grammatical and textual competence). He also connects pragmatic categories with functional aspects and sociolinguistic aspects of language.

6. Savignon's (2001) Communicative Competence

Recently she has not used the term, SLC any more, but she focuses on sociocultural competence(SCC). So her notion of CC has four subcategories as they were before, but her emphasis on SCC seems quite feasible.

As she pointed out, it goes well beyond linguistic forms and that is an interdisciplinary field of inquiry having to do with the social rules of language use. SCC requires us to get to know the meaning of the social context in which language is used: the roles of the participants, the information they share, and the function of the interaction. She could add up the notion of an adequate description of sociocultural rules of appropriateness to communicate successfully in various context of situation.

The importance of cultural awareness extends well beyond the knowledge about the culture of an English-speaking country. To say, the active negotiation of meaning along with a willingness to understand other cultures. As shown in Figure 4, the 'inverted pyramid' classroom model proposed by Savignon (1983), she argues that it shows how, through practice and experience in an increasingly wide range of communicative contexts and events, learners gradually expand their CC: GC, DC, SCC, and SC.

III. CC IN KOREAN EFL EDUCATION

Tarone and Yule (1989) investigated what learners need to know in terms of CC. However, they did not consider DC. They reinterpreted 'CC' as three dimensions of CC. The model they suggested was based on Canale and Swain (1980). They divided the dimensions of CC into three parts as GC, SLC, and SC. Their analysis of what a learner needs to know in the second language were related to the necessity of all three components of CC.

More importantly, they pointed out that the learners are involved in a second language learning situation, as opposed to a foreign language learning situation—that is the assumption that learners are actually taking part in the culture where the second language is being spoken. In this case, they may encounter native speakers of the language outside the classroom in a variety of social situations, and will need to negotiate a wide variety of encounters in the second language. For this purpose, their language will need to be grammatical, appropriate, and effective.

In foreign language learning situations, however, their needs are likely to be narrower. A student may be learning English in Mexico solely for the purpose of reading journals (Taron and Yule, 1989). Such a learner may feel very little need to develop oral skills or SLC in English. In this case, it may only be the learner's grammatical and strategic knowledge of the language in the reading mode which must be developed.

However, in a Korean EFL situation, identification of precisely which aspects of CC can be applied is needed. We can consider several impacts as follows:

First, we can concentrate on the listening section on the College Scholastic Aptitude Test(CSAT). From 1994 to 2000, the English test included over 17 test items of 55 total test items(31%). This was implemented in the 6NEC(1995-2000). Furthermore, from 2001 to the present(7NEC), the total English test items were reduced to 50 items, so the listening section received more emphasis than before from the ratio of the listening section(17 items) to the reading section(33 items). As a result, high school students' listening ability has significantly improved.

In this respect, could we say that the grammar and vocabulary abilities of university students declined? Has their reading ability declined? Whether these are the outcomes of needs to be examined. This implies that we need to implement a more sophisticated educational policy to enhance reading skills in secondary education.

Second, English was adopted as a subject in elementary education. This means that English education in elementary school was supported officially by the Ministry of Education. Today, English can be regarded as an international language or as a global language, but we should establish a unique national educational policy first as to understand other nations' English education policies.

Third, students' communicative activities in the elementary classroom have received increasing attention since 2001 as well as in secondary education. Student-oriented classrooms are full of communicative activities such as games, singing chants and songs, and roleplaying.

Finally, in relation to student's classroom activities, English teacher development dealing with such classroom activities has become an urgent issue. English education through English has been emphasized more and more in elementary school as well as in secondary school. As for English teacher development, Classroom English (Clanglish) has been widely used by teachers in the classroom. Clanglish is a kind of teacher's English to teach students and guide them to speak English as a way of enhancing teacher and student interaction in English (Long, 1983, 1985).

Nevertheless, our current situation in English teaching and learning is in the middle of a transitional period because English teaching methods are mixed with the traditional grammar translation method and communicative language teaching method.

For enhancing the learner's communicative competence, learners need to acquire various types of communicative functions. The acquisition of vocabulary, grammar rules, discourse rules, and other organizational competencies results in nothing if the learner cannot use those forms for the functional purpose of transmitting and receiving thoughts, ideas, and feelings between speaker and hearer. Brown asserts that while language forms are the outward manifestation of language, functions are the realization of those forms. Forms usually serve specific functions. For example, "How much does that cost?" is a form functioning as a question, and "She bought a nice doll" functions as a statement.

From the starting point (Hymes, 1972) of the definition on CC, the concept of CC can be said to be closely related with not a static and intrapersonal but a dynamic and interpersonal aspect of language use. Since Canale and Swain's (1980) definition of CC, there has undergone some other modifications over the years. These newer views are best captured in Lyle Bachman's (1990) schematization of what he simply calls LC. Bachman places GC and DC (renamed 'textual') under one node which he appropriately calls organizational competence which can be related to the forms of language, whether they be sentence-level rules (grammar) or connected sentence-level rules (discourse) as presented by Brown (2000). One of the characteristics suggested by Bachman is to separate strategic competence as an element of CC. Brown (2000) pointed out that SC almost serves an executive function of making the final decision, among many possible options, on wording, phrasing, and other productive and receptive means for negotiating meaning.

N. CONCLUSION

Various modifications have been attempted at extending the original notion of CC from Hymes (1970) to Savignon (2001). Especially, we can regard Bachman's model of language competence as a multi-dimensional hierarchical structure of communicative competence. It should be noted that he unified the theory of communicative competence into a theory of language competence. As Savignon (2001) pointed out, the relative importance of the various components depends on the overall level of communicative competence. All components are interrelated and each one is essential. They cannot be developed or measured in isolation.

It seems that Bachman (1990) and Savignon (2001) converge on the reciprocal relevance of each subcategorized competence. As Savignon pointed out, an increase in one component interacts with other components to produce a corresponding increase in overall communicative competence. Also, Savignon argues the importance of sociocultural competence, just knowing something about the culture of an English-speaking country will not suffice.

As Brown (2000, p. 248) stated, "Communication is not merely an event, something that happens; it is functional, purposive, and designed to bring about some effect on the environment of hearers and speakers," Korean EFL education has concentrated on the aspects of language functions as a way of enhancing student's communicative competence since the 6NEC.

In order to develop a model of communicative competence for Korean elementary and secondary English education, we need to take into consideration Bachman's (1990) illocutionary competence focused on the role of language functions: ideational functions, manipulative functions, heuristic functions, and imaginative functions. C. J. Brumfit and K. Johnson (1979, p. 13) recognized that Hymes (1970) had already thought of the importance of sociocultural factors and Savignon (2001) noticed the importance of sociocultural competence. Savignon included the concept of sociocultural competence because cultural awareness rather than cultural knowledge towards cultures using the English language is becoming more important in the negotiation of meaning in English in Korean EFL education. Furthermore, Savignon (1983) emphasized the importance of social interaction. This coincides with the use of language in actual performance which Hymes focused on.

Today, we use English as an International Language, especially as an internationally official language in the global society. English could be a tool used

for mutual understanding among the peoples in the world. Moreover, the National English Curriculum placed weight on understanding other country's cultures. The world has become smaller than before and there are more opportunities to meet other country's people.

In this light, it is inevitable that priority should be given on enhancing student's sociocultural competence, grammatical competence, discourse competence, and strategic competence in Korean EFL education.

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