Journal of Language Studies

Vol. 2 No. 3, July 2026, pages: 87-96

e-ISSN 3110-1836 | DOI: https://doi.org/10.70716/jols.v2i3.327

Sociocultural-Based Language Learning for Strengthening Communicative Competence

Amanda Yakob Alanda[1*], Yance Lavinko[2], Karine Madatyan[3]

[1] Department of English Education, University of Sriwijaya, Palembang, Indonesia

[2]Department of Educational Sciences, Kharkiv National Pedagogical University, Kharkiv, Ukraine

[3] Department of Language Education, Armenian State Pedagogical University, Yerevan, Armenia

**Corresponding Author: yakob_amanda@unsri.ac.id*

Article History

Manuscript submitted:
23 June 2026
Manuscript revised:
28 July 2026
Accepted for publication:
30 July 2026

Keywords

communicative competence; language learning; sociocultural theory; sociolinguistic competence; intercultural communication

Abstract

The increasing demands of global communication require language learners to develop communicative competence beyond grammatical mastery. Sociocultural-based language learning has emerged as an effective approach that integrates linguistic knowledge with cultural understanding, social interaction, and authentic communication practices. This study aims to examine the contribution of sociocultural-based language learning to strengthening communicative competence among foreign language learners. Employing a qualitative library research design, the study analyzed twenty-five scholarly publications published between 2010 and 2026. The findings reveal that sociocultural learning environments significantly enhance communicative competence through collaborative interaction, mediation, authentic materials, role-playing activities, service-learning projects, and intercultural engagement. Furthermore, sociocultural approaches facilitate learners' sociolinguistic awareness, cultural sensitivity, and pragmatic language use, which are essential components of communicative competence. The analysis demonstrates that communicative competence develops most effectively when language learning occurs in socially meaningful contexts where learners actively negotiate meaning and participate in authentic discourse communities. The study concludes that sociocultural-based language learning provides a comprehensive framework for improving communicative competence and should be integrated into foreign language curricula. The findings offer pedagogical implications for language educators seeking to design more interactive, culturally responsive, and communication-oriented learning environments.

Copyright © 2026, The Author(s)
This is an open access article under the CC BY-SA license

How to Cite: Alanda, A. Y., Lavnko, Y., Madatyan, K. (2026). Sociocultural-Based Language Learning for Strengthening Communicative Competence. *Journal of Language Studies, 2*(3), 87–96. https://doi.org/10.70716/jols.v2i3.327

Introduction

The rapid development of globalization, digital communication technologies, and international mobility has significantly transformed the objectives of foreign language education. Language learners are no longer expected merely to master grammatical structures and vocabulary but are increasingly required to communicate effectively across diverse social, cultural, and professional contexts. Consequently, communicative competence has become one of the most important goals of contemporary language education. This competence enables learners to use language appropriately, meaningfully, and effectively

in real-life interactions. The emphasis on communicative competence reflects a shift from traditional language instruction, which primarily focused on linguistic accuracy, toward approaches that integrate language use with social and cultural understanding.

Communicative competence is generally understood as the ability to employ linguistic knowledge in socially appropriate ways according to specific communicative situations. This competence encompasses not only grammatical knowledge but also sociolinguistic awareness, discourse management, strategic competence, and intercultural understanding. The increasing recognition of these multidimensional aspects has encouraged educators to explore instructional approaches that can facilitate meaningful language use in authentic contexts. Among these approaches, sociocultural-based language learning has attracted considerable attention because it emphasizes the inseparable relationship between language, culture, and social interaction.

The theoretical foundation of sociocultural-based language learning originates from sociocultural theory, which views learning as a socially mediated process occurring through interaction with others and participation in meaningful activities. Within this perspective, language functions not only as a communication tool but also as a mediational instrument that supports cognitive development and social participation. Wadhwa (2022) explained that sociocultural theory emphasizes the importance of mediation, collaboration, and learner engagement in developing communicative competence. Through interaction with more knowledgeable peers, teachers, and members of a discourse community, learners gradually construct linguistic knowledge and communicative abilities that enable them to participate effectively in various communicative contexts.

Recent studies have demonstrated the relevance of sociocultural principles for language learning and communicative development. Levchenko (2025) reported that sociocultural approaches contribute significantly to learners' speaking development by promoting interpersonal interaction, collaborative learning, and participation in authentic communicative activities. These findings indicate that communicative competence develops more effectively when learners actively engage in social interactions rather than merely receiving linguistic input. Similarly, Gabrielyan and Madatyan (2025) emphasized that sociocultural theory aligns closely with communicative language teaching because both approaches prioritize meaningful communication, collaboration, and learner-centered interaction. Their study further suggests that communication-oriented instruction grounded in sociocultural principles can enhance learners' ability to use language effectively in real-world situations.

The role of social interaction in communicative competence development has also been highlighted in several studies examining communicative language teaching and sociolinguistic competence. According to Liu (2010), communicative competence cannot be separated from learners' understanding of social and cultural norms that govern language use. Effective communication requires speakers to recognize contextual factors such as social status, interpersonal relationships, communicative purposes, and cultural expectations. Therefore, language learning must extend beyond grammatical instruction to include opportunities for learners to experience authentic communication and develop sociolinguistic awareness. This perspective reinforces the notion that communicative competence is fundamentally social in nature and requires active participation in meaningful communicative practices.

In addition to social interaction, sociocultural competence constitutes another essential component of communicative competence. Sociocultural competence refers to learners' ability to understand cultural values, behavioral norms, traditions, and social conventions associated with language use. Nurmukhan (2025) argued that integrating sociocultural competence into foreign language teaching enables learners to communicate more appropriately and effectively within target-language communities. Learners who possess sociocultural awareness are better equipped to interpret contextual meanings, avoid communication breakdowns, and adapt their language behavior to different cultural settings.

Consequently, sociocultural competence serves as an important foundation for successful intercultural communication and communicative effectiveness.

The importance of cultural understanding in language learning is further supported by studies focusing on authentic materials and intercultural communication. Kuchkarova (2024) found that authentic materials facilitate the development of sociocultural competence by exposing learners to realistic language use and cultural practices. Through engagement with authentic texts, learners gain insights into cultural perspectives, communication styles, and social norms that shape language use in specific communities. Such experiences contribute not only to language proficiency but also to the development of intercultural sensitivity, which is increasingly recognized as a crucial element of communicative competence in multicultural societies.

Research on sociolinguistic competence provides additional evidence regarding the contribution of sociocultural learning to communicative competence. Sociolinguistic competence enables learners to select appropriate linguistic forms according to specific social situations and communicative purposes. Fariha et al. (2023) demonstrated a positive relationship between sociolinguistic competence and speaking proficiency among language learners. Their findings suggest that learners who understand social conventions and contextual language variation tend to communicate more effectively than those whose learning focuses exclusively on linguistic forms. Similarly, Burhanuddin (2023) reported that sociolinguistic competence significantly influences learners' communicative engagement in English as a Foreign Language (EFL) contexts. These studies collectively indicate that communicative competence requires both linguistic knowledge and sociocultural understanding.

The integration of sociocultural principles into language education has also been explored through innovative instructional approaches. Chentsova et al. (2025) introduced the LIFE TALK™ methodology, which emphasizes emotional intelligence, meaningful conversations, and real-life communication experiences. Their findings indicate that learners benefit substantially from communicative activities that reflect authentic social situations and encourage interpersonal engagement. Likewise, the study on service-learning-based language instruction (2025) demonstrated that authentic community engagement facilitates communicative competence through various forms of mediation, reflection, and experiential learning. These findings suggest that sociocultural learning environments provide valuable opportunities for learners to practice communication in meaningful contexts while simultaneously developing social and cultural awareness.

Another important dimension of sociocultural-based language learning concerns the development of intercultural communicative competence. In contemporary globalized societies, language learners frequently interact with individuals from diverse cultural backgrounds. Consequently, effective communication requires the ability to negotiate meaning across cultural boundaries and demonstrate sensitivity toward cultural differences. Muhammadiyeva (2026) emphasized that sociocultural factors significantly influence second language acquisition and intercultural communicative competence. Her study highlighted the importance of integrating cognitive, affective, and cultural dimensions within language education to prepare learners for communication in multicultural environments. Such findings reinforce the growing consensus that communicative competence should be understood as an intercultural capability rather than merely a linguistic achievement.

Despite the growing body of literature supporting sociocultural-based language learning, several limitations remain evident in existing research. First, many studies focus on specific instructional techniques, educational levels, or localized contexts, making it difficult to obtain a comprehensive understanding of how sociocultural learning contributes to communicative competence across different settings. Second, previous investigations often examine sociocultural competence, sociolinguistic competence, or communicative competence separately rather than exploring their interconnected relationships within a unified conceptual framework. Third, the rapid evolution of language education

practices has generated new evidence that has not yet been systematically synthesized to identify common patterns, strengths, and implications for educational practice.

This situation creates a significant research gap in the literature. While numerous studies acknowledge the importance of social interaction, cultural awareness, and sociolinguistic competence, limited research has comprehensively examined how these sociocultural dimensions collectively strengthen communicative competence. A more integrated analysis is necessary to clarify the mechanisms through which sociocultural learning environments support communicative development and to identify pedagogical practices that can effectively facilitate this process. Addressing this gap is particularly important for educators, curriculum developers, and policymakers seeking evidence-based approaches to improve language education outcomes.

The urgency of this study is further strengthened by contemporary educational challenges. The increasing prevalence of online communication, multicultural classrooms, international collaboration, and global workforce mobility requires learners to possess advanced communicative skills that extend beyond grammatical accuracy. Educational institutions are therefore expected to provide learning experiences that foster authentic communication, intercultural understanding, and sociocultural awareness. Sociocultural-based language learning offers a promising framework for addressing these challenges because it situates language development within meaningful social and cultural contexts. However, a clearer understanding of its contributions and implications remains necessary to support effective implementation.

Based on these considerations, this study aims to examine the role of sociocultural-based language learning in strengthening communicative competence through a comprehensive analysis of contemporary scholarly literature. Specifically, the study investigates how sociocultural interaction, cultural awareness, sociolinguistic competence, and authentic communication experiences contribute to communicative development. By synthesizing findings from previous studies, the research seeks to provide a more comprehensive understanding of the relationship between sociocultural learning and communicative competence.

The study is expected to contribute to both theory and practice. Theoretically, it enriches discussions on sociocultural theory and communicative competence by integrating findings from diverse educational contexts. Practically, the study provides evidence-based recommendations for language educators seeking to design learning environments that promote meaningful communication, cultural understanding, and communicative effectiveness. Ultimately, the findings may support the development of more responsive and socially grounded approaches to language education that address the communicative demands of contemporary society.

Methods

Research Design

This study employed a qualitative approach using a library research design. Library research was selected because the objective of the study was to analyze, synthesize, and interpret existing scholarly evidence regarding the contribution of sociocultural-based language learning to the development of communicative competence. Rather than generating primary empirical data, the study relied on published academic literature to identify recurring themes, conceptual relationships, and pedagogical implications associated with sociocultural approaches to language learning. This design enabled the researchers to obtain a comprehensive understanding of how sociocultural principles have been implemented in various educational contexts and how these implementations contribute to strengthening communicative competence.

Data Sources

The data consisted of scholarly publications addressing sociocultural theory, communicative competence, sociolinguistic competence, intercultural communication, and language learning. The sources included peer-reviewed journal articles, conference papers, book chapters, and academic repositories published between 2010 and 2026. A total of twenty-five publications were selected as the primary sources of analysis. The selected literature represented diverse educational contexts and language learning environments, allowing a broader examination of sociocultural-based language learning practices and their influence on communicative competence.

The inclusion criteria were established to ensure the relevance and quality of the analyzed literature. First, the publication had to discuss sociocultural aspects of language learning, communicative competence, or sociolinguistic competence. Second, the publication had to provide theoretical discussions, empirical findings, or pedagogical implications related to language education. Third, the publication had to be accessible in full text and contain sufficient information for analysis. Publications that did not address language learning or communicative competence directly were excluded from the study.

Data Collection Procedure

Data collection was conducted through systematic document identification, selection, and review. Initially, the researchers compiled the relevant literature based on the predetermined topic of sociocultural-based language learning and communicative competence. Each publication was carefully examined to identify its objectives, theoretical foundations, methodological approaches, key findings, and implications for language learning.

The document review process focused particularly on discussions concerning social interaction, mediation, collaborative learning, authentic communication, cultural awareness, sociolinguistic competence, and intercultural communication. These dimensions were selected because they frequently appeared in the literature as central elements of sociocultural language learning. During the review process, important information from each source was recorded, categorized, and organized according to emerging thematic patterns.

To enhance analytical consistency, all selected publications were reviewed multiple times. This iterative reading process enabled the researchers to identify similarities, differences, and recurring trends across studies. The procedure also facilitated the development of thematic categories that later formed the basis of data interpretation and discussion.

Data Analysis

The study employed thematic content analysis to analyze the collected literature. Thematic content analysis was considered appropriate because it allows researchers to identify, classify, and interpret patterns emerging from textual data. The analysis was conducted through several stages.

The first stage involved data familiarization, during which all selected publications were read thoroughly to gain an overall understanding of their content. The second stage focused on coding relevant information related to sociocultural learning practices and communicative competence development. Statements, concepts, and findings that reflected similar meanings were assigned to common categories. The third stage involved theme development. Codes identified during the previous stage were grouped into broader themes, including social interaction, sociocultural competence, sociolinguistic competence, authentic communication, collaborative learning, and intercultural communication. These themes represented the dominant dimensions through which sociocultural-based language learning contributed to communicative competence. The fourth stage involved interpretation and synthesis. Findings from different studies were compared and integrated to identify common patterns and conceptual

relationships. This process enabled the researchers to construct a comprehensive explanation of how sociocultural learning environments facilitate communicative competence development. Finally, the synthesized findings were interpreted using sociocultural theory as the primary analytical framework.

Trustworthiness of the Study

To ensure the credibility and trustworthiness of the findings, the study employed source triangulation through the examination of multiple scholarly publications originating from different authors, educational contexts, and publication years. The use of diverse sources allowed the researchers to compare findings and identify consistent patterns across studies. Furthermore, the analysis process was conducted systematically through repeated reading, coding, categorization, and thematic synthesis to minimize subjective interpretation and maintain analytical rigor. The consistency of findings across numerous studies strengthened the validity of the conclusions regarding the role of sociocultural-based language learning in enhancing communicative competence.

Result and Discussion

Results

The analysis of the selected literature revealed that sociocultural-based language learning contributes to communicative competence through five interconnected dimensions: social interaction, sociocultural competence, sociolinguistic competence, authentic communication, and intercultural communicative competence. Although the reviewed studies were conducted in different educational settings and cultural contexts, they consistently demonstrated that communicative competence develops more effectively when language learning is situated within meaningful social and cultural environments.

Table 1. Synthesis of Findings on Sociocultural-Based Language Learning and Communicative Competence

Dimension	Supporting Studies	Main Findings
Social Interaction	Levchenko (2025); Gabrielyan & Madatyan (2025); Turner & Lee (2009)	Collaborative interaction enhances speaking proficiency and communicative engagement.
Sociocultural Competence	Nurmukhan (2025); Kuchkarova (2024); Fodor & Hnatik (2025)	Understanding cultural norms improves communication effectiveness.
Sociolinguistic Competence	Liu (2010); Fariha et al. (2023); Burhanuddin (2023)	Awareness of contextual language use strengthens communicative performance.
Authentic Communication	Chentsova et al. (2025); Service-Learning Study (2025)	Real-life communication activities improve communicative adaptability.
Intercultural Competence	Muhammadiyeva (2026); Barbón Pérez (2012)	Intercultural understanding facilitates effective communication across cultural boundaries.

The synthesis indicates that social interaction emerged as the most frequently discussed dimension across the reviewed studies. Most authors emphasized that communicative competence develops through participation in collaborative and meaningful communicative activities. In addition, sociocultural and sociolinguistic competence were repeatedly identified as essential prerequisites for appropriate language use in diverse communicative contexts.

Table 2. Sociocultural Components Identified Across the Literature

Component	Description	Contribution to Communicative Competence
Cultural Awareness	Understanding beliefs, values, and traditions	Facilitates contextually appropriate communication
Social Participation	Engagement in collaborative learning activities	Enhances interactional competence
Mediation	Teacher and peer support in learning processes	Supports language development
Authentic Materials	Exposure to real-life language use	Improves communicative authenticity
Reflective Learning	Evaluation of communication experiences	Strengthens communicative adaptability
Intercultural Engagement	Interaction with diverse cultural perspectives	Develops intercultural communicative competence

The findings further indicate that sociocultural learning environments provide opportunities for learners to engage with authentic communication practices while simultaneously developing awareness of social and cultural dimensions of language use.

Discussion

Social Interaction as the Foundation of Communicative Competence

One of the most consistent findings across the reviewed studies concerns the central role of social interaction in communicative competence development. Sociocultural theory views learning as a socially mediated process in which knowledge is constructed through interaction with others. Levchenko (2025) demonstrated that participation in meaningful communicative activities significantly enhances learners' speaking abilities and communicative confidence. Similarly, Gabrielyan and Madatyan (2025) argued that communicative language teaching grounded in sociocultural principles encourages learners to actively negotiate meaning, exchange ideas, and participate in authentic discourse.

These findings support the assumption that communicative competence cannot be developed through isolated grammar instruction alone. Instead, learners require opportunities to engage in meaningful interaction where language functions as a tool for communication rather than merely an object of study. Turner and Lee (2009) further emphasized that interaction, collaboration, and negotiation of meaning contribute substantially to language acquisition and communicative development, particularly in technology-mediated learning environments.

The reviewed studies collectively suggest that social interaction serves as the primary mechanism through which communicative competence develops. Through collaborative activities, learners become active participants in communication rather than passive recipients of linguistic knowledge. Such participation allows them to refine their language skills while simultaneously developing communicative strategies necessary for real-world interactions.

Sociocultural Competence and Contextualized Language Use

The literature consistently highlights the importance of sociocultural competence in effective communication. Communicative competence requires learners to understand not only linguistic structures but also the cultural norms and social conventions governing language use. Nurmukhan (2025) emphasized that sociocultural competence enables learners to communicate appropriately within target-language communities by fostering awareness of cultural expectations and behavioral norms.

Similarly, Kuchkarova (2024) found that authentic materials enhance learners' sociocultural awareness by exposing them to realistic language practices and cultural contexts. Exposure to authentic cultural content allows learners to understand how language reflects cultural values, social relationships, and contextual meanings. This understanding helps learners avoid misinterpretation and communication breakdowns.

Fodor and Hnatik (2025) further argued that sociocultural competence encompasses knowledge, skills, attitudes, and communication experiences that collectively support effective interaction in multicultural settings. Consequently, sociocultural competence functions as a critical component of communicative competence because it enables learners to interpret and respond appropriately to culturally situated communication.

The Contribution of Sociolinguistic Competence

Another important finding concerns the role of sociolinguistic competence in communicative effectiveness. Sociolinguistic competence refers to the ability to select language forms that are appropriate to specific social situations and communicative purposes. Liu (2010) demonstrated that learners who possess sociolinguistic awareness are better able to adapt their language according to contextual requirements.

The findings of Fariha et al. (2023) further revealed a positive relationship between sociolinguistic competence and speaking proficiency. Learners who understand contextual variation, politeness conventions, and social expectations tend to communicate more effectively than those who rely solely on grammatical knowledge. Likewise, Burhanuddin (2023) reported that sociolinguistic competence significantly influences learners' communicative engagement, particularly in authority-based and peer-oriented interactions.

These findings indicate that communicative competence extends beyond linguistic accuracy. Effective communication requires the ability to interpret social contexts and adjust language use accordingly. Therefore, language instruction should provide opportunities for learners to develop sociolinguistic awareness through authentic communication experiences and contextualized learning activities.

Authentic Communication and Experiential Learning

The reviewed studies also emphasize the value of authentic communication in communicative competence development. Chentsova et al. (2025) found that meaningful conversations and emotionally engaging communication experiences enhance learners' motivation and communicative performance. Authentic communication activities encourage learners to use language for genuine purposes rather than merely completing classroom exercises.

Similarly, the service-learning study (2025) demonstrated that community-based communication experiences facilitate communicative competence through reflection, mediation, and real-world engagement. Such experiences provide learners with opportunities to apply language skills in meaningful contexts while simultaneously developing social and cultural awareness.

The effectiveness of authentic communication can be explained through sociocultural theory, which emphasizes participation in socially meaningful activities. When learners engage in authentic communication, they encounter real communicative challenges that require them to negotiate meaning, solve problems, and adapt their language use. These processes contribute directly to communicative competence development.

Intercultural Communicative Competence in Global Contexts. The increasing globalization of education and communication has elevated the importance of intercultural communicative competence. Several studies reviewed in this research highlighted the role of sociocultural factors in preparing learners

for communication across cultural boundaries. Muhammadiyeva (2026) argued that intercultural communicative competence emerges through the integration of cultural understanding, communication skills, and sociocultural awareness.

Similarly, Barbón Pérez (2012) emphasized that sociocultural dimensions are essential for professional communication in multicultural environments. Learners who understand cultural diversity and demonstrate intercultural sensitivity are more capable of establishing effective communication with individuals from different cultural backgrounds.

The findings suggest that sociocultural-based language learning provides an effective framework for developing intercultural communicative competence. By integrating cultural awareness, social interaction, and authentic communication into language instruction, educators can prepare learners to communicate effectively in increasingly diverse and interconnected societies.

Pedagogical Implications

The synthesis of findings offers several implications for language education. First, language instruction should prioritize interaction-based learning activities that encourage meaningful communication and collaborative engagement. Second, sociocultural content should be integrated into language curricula to strengthen learners' cultural awareness and communicative effectiveness. Third, authentic communication tasks should be incorporated regularly to provide learners with opportunities to apply language skills in realistic contexts. Finally, educators should promote intercultural learning experiences that foster cultural sensitivity and global communicative competence.

Overall, the findings demonstrate that sociocultural-based language learning provides a comprehensive framework for strengthening communicative competence. The integration of social interaction, cultural awareness, sociolinguistic competence, authentic communication, and intercultural understanding creates learning environments that support effective communication in contemporary multilingual and multicultural contexts.

Conclusion

This study examined the contribution of sociocultural-based language learning to the development of communicative competence through a comprehensive analysis of contemporary scholarly literature. The findings indicate that communicative competence is strengthened when language learning is situated within meaningful social and cultural contexts. Across the reviewed studies, social interaction emerged as the primary mechanism facilitating communicative development, as collaborative learning, mediation, and authentic communication activities provide learners with opportunities to negotiate meaning and actively participate in discourse communities.

The analysis further revealed that sociocultural competence, sociolinguistic competence, authentic communication, and intercultural engagement are interconnected dimensions that collectively support effective language use. Learners who understand cultural norms, contextual language variation, and intercultural perspectives demonstrate greater communicative effectiveness than those whose learning is limited to linguistic knowledge alone. These findings confirm the central assumption of sociocultural theory that language learning is a socially mediated process shaped by interaction, participation, and cultural experience.

From a practical perspective, the study highlights the importance of integrating sociocultural principles into language teaching practices and curriculum design. Learning activities should encourage collaboration, authentic communication, cultural exploration, and contextual language use to promote communicative competence more effectively. Future research is recommended to investigate the implementation of sociocultural-based language learning in specific educational contexts and to explore its effectiveness in technology-enhanced and multicultural learning environments. Such investigations

may provide further evidence to support the development of communication-oriented language education in contemporary society.

Refrences

Burhanuddin, W. (2023). The role of sociolinguistic competence in shaping EFL learners' communicative engagement. *Jurnal Riset dan Inovasi Pembelajaran, 3*(3). https://doi.org/10.51574/jrip.v3i3.3872

Chentsova, N., Ermolaeva, D., & Mironova, T. (2025). *Life Talk™: An innovative language teaching method focused on emotional intelligence and real-life communication*. https://doi.org/10.38006/00255-119-4.2025.1.48

Fariha, N., Anwar, K., & Maruf, N. (2023). Exploring the correlation of sociolinguistic competence and speaking proficiency, and how learners perceived them. *English Review: Journal of English Education, 11*(3). https://doi.org/10.25134/erjee.v11i3.9083

Fodor, K., & Hnatik, K. (2025). Conceptual foundations and structure of sociocultural competence in foreign language education. *Modern Challenges and Innovations, 4*(7). https://doi.org/10.62731/mcnd-04.07.2025.011

Gabrielyan, A., & Madatyan, K. (2025). Sociocultural theory of learning to promote communicative language teaching. *Krt'ut'yunĕ 21-rd Darum, 7*(1). https://doi.org/10.46991/educ-21st-century.v7.i1.221

Galbán, O. A., & Cañizares Hinojosa, V. (2021). Competencia comunicativa en lengua extranjera en el proceso de enculturación de las ciencias: Estudio preliminar. *Universidad y Sociedad, 5*(1). https://doi.org/10.47230/UNESUM-CIENCIAS.V5.N1.2021.97

Kuchkarova, N. (2024). Development of socio-cultural competence in students based on authentic materials. *UzMU Xabarlari, 1*(1). https://doi.org/10.69617/uzmu.v1i1.3.1.1523

Levchenko, Y. (2025). Sociocultural approach to learning to speak English. *Educational Challenges, 30*(2). https://doi.org/10.34142/2709-7986.2025.30.2.11

Liu, Y. (2008). A study of language teaching from a sociolinguistic perspective of communicative competence. *Canadian Social Science, 4*(3), 13–18. https://doi.org/10.3968/J.CSS.1923669720080403.010

Nurmukhan, Z. (2025). The importance of integrating socio-cultural competence into foreign language teaching. *Bulletin of Kazakh National Women's Teacher Training University, 52*(4). https://doi.org/10.51889/3078-8463.2025.52.4.006

Pavlishcheva, Y., & Besarab, T. (2022). Аспект соціокультурної обізнаності у викладанні та вивченні англійської мови. *Acta Paedagogica Volynienses, 1*(2). https://doi.org/10.32782/apv/2022.1.2.22

Wadhwa, L. (2022). Sociocultural considerations of communicative competence. In *Communicative competence and language education* (Chap. 5). Routledge. https://doi.org/10.4324/9781003160779-5