

THE ROLE OF COMMUNICATIVE COMPETENCE IN TEACHING ENGLISH LANGUAGE

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Abstract: Usually teacher and students who are learning English communicate each other in their native language during the lesson. In consequence, many learners have difficulties in their speech. Because they may have following problems when they try to speak in English: afraid of breaking grammar rules, being excited or shying from audience, fear for making mistakes, lack of vocabulary, confusing what words should be used. So that every teacher must use communicative competence in teaching process. This is effective way to increase students' speaking skill.

Key words: communicative competence, interactive method, student centred, listening and speaking skill, using games.

The importance of communicative competences is so actual nowadays. We can use them not only in teaching foreign languages, but also in teaching other subjects. In teaching, the communicating is a helpful way to learn the language fast.

Most EFL students always have difficulties in real communication with native English speakers because they don't have an English-speaking atmosphere. Unfortunately, most EFL teachers use the translational version to explanation of tasks. Usually, they explain in English, then in their native languages when they are giving instructions. Teachers must use interactive methods in teaching process for developing students' attendance and getting better students' communicative skills. It is the most advantageous way for both of them: teachers and students. Communication is not

just verbal, it might be non-verbal and written form. We can contact with each other in written form: by email, messages, letters etc. “Communicative competence includes the following aspects of language knowledge:

Knowing how to use language for a range of different purposes and functions

Knowing how to vary our use of language according to the setting and the participants (e.g., knowing when to use formal and informal speech or when to use language appropriately for written as opposed to spoken communication)

Knowing how to produce and understand different types of texts (e.g., narratives, reports, interviews, conversations)

Knowing how to maintain communication despite having limitations in one’s language knowledge (e.g., through using different kinds of communication strategies)” [1;3]

Communicative Language Teaching (CLT) focuses on tasks and activities that enhance students' communicative skills. These include techniques like memorizing dialogues and practicing drills, as well as engaging in pair work, role plays, group activities, and project-based tasks. The primary goal of CLT is to improve students' conversational fluency. To achieve this, teachers incorporate activities that target both fluency and accuracy, which help boost students' engagement and participation in lessons.

Communicative language teaching does not consider using only the familiar materials. Materials designed to promote communicative competence can be used as memorization, repetition, and translation aids or for grammar exercises. A teacher who has only grammar translation manuals is a not competent teacher. Every teacher employs considerable resources and tasks that are dependent on the 'task-based', 'contentbased', 'process-oriented', 'interactive', 'inductive' and 'discovery-oriented' approaches.

“The communicative approach appears to have become synonymous with progressive and innovative language teaching. The communicative approach is then referred to as the identification of behaviors of people considered successful at what they do, specifically, the identification of the characteristics of good communicators . The communicative approach is a continuous process of expression, interpretation, and negotiation of meaning. In addition, it is a dynamic rather than a static concept. It depends on the negotiation of meaning between two or more people who share something, or in other words, it can be said to be an interpersonal rather than an intrapersonal trait. Further, the communicative approach is closely related with competence and performance, where competence is a presumed underlying ability and performance is the overt manifestation of that ability. Competence is what one knows, while performance is what one does” . [2:19].

A lack of strategic competence may account for situations when students with a firm knowledge of grammar and a wide range of vocabulary get stuck and are unable to carry out their communicative intent. Knowing that communication breakdowns occur in authentic speech, teachers should prepare learners to respond to such situations. It is important for learners to be aware that communication breakdowns are not uncommon among competent users of English. There are many ways to help the students to overcome their difficulties in speaking English. Speaking activities will involve students in real communication, where the achievement of their communicative task is more important than the accuracy of language they are using.

The popular communicative task is describing pictures, objects, humans and characters. It is the best way to make students to speak or present. While they are describing, they have to speak using descriptive vocabulary that are profit for them, especially rising their lexicon. In teaching process, teachers may use not only descriptive tasks, but also they can use discussion, role plays and debates etc.

Role Play One other way of getting students to speak is roleplaying. Students pretend they are in various social contexts and have a variety of social roles. In roleplay

activities, the teacher gives information to the learners such as who they are and what they think or feel. Thus, the teacher can tell the student that "You are Ali, you go to the doctor and tell him what happened last night, and what they think or feel" . [3]

These are useful for students to achieve to success in conversation . Because they are real authentic tasks that are interesting and memorable. The role play, discussion and debates are collaborative way in lessons. They appeal students working together in a team or group. And each member of the team have to attend to the work. They can share their opinions, ideas and sugesstions without shying and confusing from team members while working in a team.[4]

In summary, teachers should adopt a student-centered approach in their lessons and focus on developing communicative competence. This involves providing suitable activities, giving clear instructions, and offering constructive feedback. By incorporating interactive methods, educators can make their lessons more effective and engaging for students.

References:

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