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CAN COMMUNICATIVE LEARNING STRATEGIES ENHANCE ESL SPEAKING COMPETENCE?

Annotation

This current article discusses that Communication strategy (CS) is defined as a person's attempt to find a way to fill the gap between their communication efforts and the available language resources in the near future (Maleki, 2007). In addition communicative competence is crucial for language learner since this is the goal of language learning. A teacher should master learning strategies and learning model in order to enhance students' communicative competence. Although there are other definitions of communication strategies, the basic idea remains the same. For example, Faerch and Kasper (1983a) define CS as "potentially conscious plans" that are used by a person to solve a problem in order to achieve a specific communication goal. Communication strategies are considered to play an important role in the development of strategic competence (e.g. Faucette, 2001); in this way, communication strategies can be defined within the strategic competence.

Key words: Communication, communication strategy, communication goal, communicative competence, ESLs' speaking skills, types of communication, Communicative Competence, English Language Teaching, Autonomous Learning Model.

МОГУТ ЛИ КОММУНИКАТИВНЫЕ СТРАТЕГИИ ОБУЧЕНИЯ УЛУЧШИТЬ УРОВЕНЬ ESL РАЗГОВОРНАЯ КОМПЕТЕНТНОСТЬ?

Аннотация

В данной статье обсуждается, что коммуникационная стратегия (КС) определяется как попытка человека найти способ восполнить разрыв между своими коммуникативными усилиями и доступными языковыми ресурсами в ближайшем будущем (Малеки, 2007). Кроме того, коммуникативная компетентность имеет решающее значение для изучающего язык, поскольку это является целью изучения языка. Учитель должен овладеть стратегиями обучения и моделью обучения, чтобы повысить коммуникативную компетентность учащихся.

Ключевые слова: коммуникация, коммуникационная стратегия, коммуникативная цель, коммуникативная компетентность, разговорные навыки ESLS, типы коммуникации, коммуникативная компетентность, преподавание английского языка, модель автономного обучения.

TA'LIM KOMMUNIKATIV STRATEGIYALARI ESL DARAJASINI YAXSHILASHI MUMKINMI? SO'ZLASHUV KOMPETENTSIYASI?

Annotatsiya

Ushbu maqolada aloqa strategiyasi (KS) insonning yaqin kelajakda kommunikativ sa'y-harakatlari va mavjud til resurslari o'rtasidagi tafovutni bartaraf etish yo'lini topishga urinishi sifatida ta'riflanganligi muhokama qilinadi (Maleki, 2007). Bundan tashqari, kommunikativ kompetentsiya til o'rganuvchi uchun juda muhimdir, chunki bu tilni o'rganishning maqsadi. O'qituvchi o'quvchilarning kommunikativ kompetentsiyasini oshirish uchun o'qitish strategiyalari va o'qitish modelini o'zlashtirishi kerak.

Kalit so'zlar: Aloqa, aloqa strategiyasi, kommunikativ maqsad, kommunikativ kompetentsiya, ESLS nutq qobiliyatlari, aloqa turlari, kommunikativ kompetentsiya, ingliz tilini o'qitish, avtonom ta'lim modeli.

Introduction. The ability of people to reach their goals in social life depends to a large extent on their communicative competence. The term communicative competence was stated by Hymes [1] to emphasize that the ability of speaking language and communicating is not only about knowledge of grammatical rules. It is believed in many societies that good communication has many constraints and that one of the most important constraints is the underlying ability of the interlocutors. Several competences are required in order to have good communicative competence, especially for English as Foreign Language (EFL) learners which are language competence, strategic competence, pragmatic competence and sociolinguistic competence. Since communicative competence is very crucial in EFL learning, the teachers of EFL should master learning strategies and learning model to be able to enhance students' communicative competence. However, of the whole variety of definitions of communicative strategies, the most relevant is the definition of A. Knapp-Potthof (1997). She describes communication strategies as cognitive operations carried out by learners, which are aimed at short-term resolution of the disagreement that arose between the requirements of the communicative situation and the student's communicative competence.

In this article, much has been written about the taxonomy and types of communication strategies, the ways of teaching CS and their possible impact on ESLs' speaking skills. Since the 1970s communication strategies have been the focal point of consideration in SLA research. Around that time examination was centered on interlanguage and unfamiliar talk, the two of which included the interactional idea of human correspondence (Tarone, 1977). These early investigations concentrated on distinguishing, characterizing and grouping CS into scientific classifications. Later examinations, nonetheless, were focused on the connection between communication strategies and language instruction, particularly in EFL/ESL settings. As a rule, there are two ways to deal with the examination and characterization of communication strategies: the etymological methodology (interactional methodology) and the intellectual methodology[1].

On the other hand, psychological way to deal with CS is put inside psycholinguistic system. Faerch and Kasper (1983a) clarify that communication strategies are measures happening inside the L2 speakers themselves with an attention on discourse recognition and arranging and execution in discourse creation at whatever point they experience issues. Along these lines, their depiction of intellectual methodology is more student focused and open systems are seen as means for settling issues of self-articulation. Nonetheless, Mali (2007) stated that the CS execution cycle may begin as intellectual and result in connection. Additionally, Poulisse (1990) remarks that one and the same procedure type can have components of both control and examination[2].

Types of CS Tarone (1977, 1980) and Bialystock (1990) give the most generally scientific classification of communication strategies, which are additionally examined underneath.

A. Paraphrase incorporates three subcategories which are depicted below: (a) Approximation: The utilization of an objective language jargon thing or structure, which the student knows isn't right, however which imparts semantic highlights to the ideal thing to fulfill the speaker.

B. Transfer has two components. (a) Literal translation: The student's deciphering in exactly the same words from the local language (b) Language switch: The student's utilizing the NL (native language) term without trying to interpret.

C. Appeal for Assistance alludes to the student's requesting the right term or structure.

One of the teaching models which can be used to enhance learners' communicative competence is Autonomous Learning Model (ALM) which is also known as student-centered learning, the students are given more opportunities to actively communicate to their collagues.One of the ALM used worldwide is Nunan's Autonomous Language Learning Model (NALLM). However, there are limited studies providing the relation between communicative competence and autonomous learning model. Thus, this article tries to elaborate how NALLM can hypothetically enhance students' communicative competence[3].

The ways of teaching CS

Mali (2007) indicated that language is best learned and educated through cooperation; subsequently, encouraging CS is the suggested support by which strategic competence can be created. Maleki (2007) in an investigation thinks about showing CS and the practicality of joining them into school schedules. Most investigations uncover that teaching CS is educationally compelling, that interactional techniques are all the more successfully and broadly utilized, that interactional strategies are helpful for language learning, and that language encouraging materials with CS are more powerful than those without them. Faerch and Kasper (1986) propose three kinds of exercises for CS teaching. These are interactive games with visual support, without visual help, and talks [4].

Even though developing speaking skills is the essential key to achieving proficiency in a target language, there are some pupils (grades 4-6) who do not participate in communication tasks in English classroom.

The used methods were different electronic databases, such as ERC, ERIC and Google Scholar, to access relevant peer-reviewed journal articles to our research questions. The observed and analyzed articles showed that there are some pupils who do not interact because English teachers often focus too much on reading and writing skills rather than on speaking skills. The limitation of communication tasks and large classroom sizes are other mitigating factors. In addition, teachers often using the first language in class resulted in pupils doing the same. This contributes to a lack of motivation and confidence in speaking English for some learners. This study identifies teaching strategies and activities that can be used by the teacher to raise motivation and confidence in speaking English[5].

The ways of improving oral communication skills

Porto (1997) and Omar (2001) demonstrated that creating oral aptitudes is a genuine test for some ESL instructors since the understudies don't live in an English speaking environment. In order to improve speaking skills of our learners in the oral interaction class, language learning techniques must be connected to important informative exercises in the classroom. In this way, language training exercises during the lessons should target boosting individual language use. This requires the instructor not only to create a warm and friendly atmosphere, but also to implement communicative activities and conduct role-playing games. Interaction and communication are fundamental aspects for pupils with English as a foreign language. Research has proven that interaction is the main goal for language development where pupils get opportunities to express themselves (Gibbons, 2015).

Furthermore, pupils need to participate in social contexts where they are using the English language as a comprehensible output. Learners should be encouraged to develop all-round communicative skills to express themselves and make themselves understood. Language skills promote several perspectives and enhance opportunities to discover the surrounding world. English communication skills provide the confidence of using the English language for different purposes as well as different social and cultural situations.

When learning contexts require pupils to focus on the spoken language, and how knowledge, thoughts, and opinions are expressed, the learners unconsciously develop grammatical skills (Gibbons 2015). The English teachers should provide a language-rich environment to increase pupils' exposure to the target language. The oral communication provided pupils to participate in different social context, which prepare the pupils for real-life interactions. However, many researchers have shown that in every classroom and in every learning context the teacher meets pupils who do not have the courage and motivation to participate in the communicative tasks (Savasci, 2014). EFL (English as a foreign language) learners are more often willing to participate in reading, writing and listening skills, but feel unwilling to speak English. In order to develop speaking abilities in a language, it requires that teachers consciously use different strategies in learning contexts to engage pupils in various communication tasks. When learners work collaboratively, they exchange thoughts, knowledge and experiences, which include scaffolding where words and phrases are expressed in different ways. In this way, many pupils move forward in their learning process by the support/scaffolding of more knowledgeable peers[6].

Conclusion The use of different CS is predominantly pointed toward having an effective informative trade among the interlocutors. Different examinations concerning the value of training students in the use of CS, for example, those of Dörnyei (1995) and Maleki (2007), concerning the adequacy of informative procedures when utilized in L2 exchanges, demonstrated that explicit preparing and the dynamic implementation of CS help the students manage communication more effectively in contrast with those individuals who don't get such preparing or don't use such techniques. Gibbons (2015) reaffirms that the communicative classroom includes opportunities to use language in different contexts, where learning experiences are exchanged. The communicative classroom establishes learning environment where interaction is a foundation for language development, it also creates great abilities for pupils to be involved in their own learning process.

By working together, they do not only increase the repetition of words and phrases, but it also has an abundant impact on pupils' listening, writing and reading. Therefore, communication becomes essential for pupils who have fewer experiences with speaking English (Gibbons, 2015). Considering the research on the usage of techniques in ELF, it appears to be conceivable to expect that viable use of CS is one of the most urgent components of having a fruitful correspondence in the most widely used language setting because of its outrageous ease and variety. Notwithstanding, the significance of CS in ELF has not yet been perceived in ELT materials. It is also important that the teacher include pupils' previous knowledge experience in the learning to increase development. Since the pupils have different knowledge experiences, it demands different learning tasks based on pupils learning levels and interests to increase their motivation and engagement in their learning.

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