The Role of Communicative Competence in Developing Pupils' Speaking Skill at Vocational Colleges

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Abstract: *The article reveals the implementation of communicative competence in prospering pupils' speaking skill, as well as, to encourage their constructive thinking, to edify expressing and supporting ideas logically, to interact with group members via negotiation language.*

Key words: *communicative competence, communicative teaching, speaking skill, classroom activities, discussion, problem solving, video clip, oral academic presentation.*

It is lucid that in these days and ages, pupils at vocational colleges are taught with innovative pedagogical technologies to develop their communicative skill in order to prepare for future professional sphere. The purpose of communicative competence makes pupils to participate in classroom activities that are based on a cooperative rather than individualistic approach to learning. Pupils have to become comfortable with listening to their peers in group work or pair work tasks, rather than relying on the teacher for a model. They are expected to take on a greater degree of responsibility for their own learning. Teachers now have to assume the role of facilitator and monitor. Rather than being a model for correct speech and writing and one with the primary responsibility of making pupils produce plenty of error-free sentences, the teacher must develop a different view of pupils' errors and of her/his own role in facilitating language learning.

To conduct the lesson successfully, more specifically develop pupils' speaking skill. It is considered speaking one of the major concepts in language teaching. Not to decrease the importance of other language skills, however, in real-life encounters most contacts a language learner will possibly make will take the

form of oral interaction. Nonetheless, there are other reasons associated with speaking that made me look at this issue more closely. The "state of affairs" in this area does not seem to be very encouraging. It has been suggested in many studies, and it has also emerged from my teaching experience, that despite its apparent significance this particular skill is being neglected in many language classrooms. There have been doubts whether the amount of time and attention devoted to speaking practice, including the appropriateness of techniques applied to these activities, is sufficient. As a consequence, learners may not be used to employing a foreign language in communication. They may feel insecure about using a foreign language, and possibly be unwilling to speak it even in interpersonal interactions that take place in the classroom. So, in order to develop speaking skill, teacher relies on communicative competence. The communicative competence includes the following features:

1. As detailed a consideration as possible of the purposes for which pupils wishes to acquire the English language, for example, using English for business purposes, in the hotel sphere, or for travel

2. The communicative events in which pupils will participate: everyday situations, vocational or professional situations, academic situations, and so on; for example, making telephone calls, engaging in casual conversation, or taking part in a meeting

3. The language functions involved in those events, or what pupil will be able to do with or through the language; for example, making introductions, giving explanations, or describing plans

4. The notions involve, or what pupil will need to be able to talk about; for example, leisure, finance, history

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5. The skills involved in the "knitting together" of discourse: discourse and rhetorical skills, for example, storytelling, giving effective business presentation

6. The grammatical content will be needed

7. The lexical content, or vocabulary will be needed

8. (van Ek and Alexander 1980)

Teachers make attempt to implement those given features in class step by step to develop pupils speaking skill in high level. To prosper speaking skill, the role of fluency and accuracy activities are very vital. One of the goal of communicative competence is to develop fluency and accuracy in language use. Fluency is natural language use occurring when a pupil engages in meaningful interaction and maintains comprehensible and ongoing communication despite limitations in his or her communicative competence. Fluency is developed by creating classroom activities in which students must negotiate meaning, use communication strategies, correct misunderstandings, and work to avoid communication breakdowns.

Fluency practice differs from accuracy practice. They are illustrates as following:

Activities focusing on fluency

• Reflect natural use of English

• Focus on achieving communication

• Require meaningful use of language

• Require the use of communication strategies

• Product language that may not be predictable

• Seek to link language use to context

Activities focusing on accuracy

• Reflect classroom use of language

- Focus on formation of correct examples of language

- Practice language out of context

- Practice small samples of language

- Do not require meaningful communication

- Control choice of language

(Brumfit1984)

During the lesson, teacher should use a balance of fluency activities and accuracy and to implement accuracy activities to support fluency activities. For fluency tasks in class, teacher can choose a group of pupils to carry out a role play in which they have to adopt specified roles and personalities provided for them on cue cards. These roles involved the judge, prosecutor, criminal, victim and witness in stealing national bank. The language is entirely improvised by pupils, though they are heavily constrained by the specified situation and characters. In accuracy task, teacher checks pupils' grammar and intonation. After finishing the role play, teacher gives feedback to correct pupils' mistakes for following accuracy task. Besides, communicative practice is also conducted to develop speaking skill. It refers activities which in using language within a real communicative context is the focus, where real information is exchanged, and where the language used in not totally predictable. For example, pupils might have to draw a map of their their house and answer questions about the location of various areas, such as the nearest shop, the nearest restaurant etc.

Teacher also implements negotiation strategies to develop students speaking skill and communicative competence. Here the teacher's role is as active and creative mediator. He/she has to highlight pupils' expectations and predetermine the possibilities to fulfilling them. Usually, the negotiation is proceeded when the participating groups are inclined to create something new and change the existing

situation into a better one but they cannot do that without each other (5). It involves discussion to find the solution of the problem.

There are a number of methods to develop speaking skill and communication competence during the lesson. They are the discussion, problem solving, video clip analysis, oral academic presentation.

As long as negotiation is a discussion, the basic point of it is to teach and encourage pupils' constructive thinking, to express and support ideas logically, to interact with group members. Here pupils illustrate ideas clearly, to listen and hear to properly, interact, to be a leader or a member of a group and to be ready self-evaluation. (6)

If negotiation is problem solution, the principal feature of it, flexible thinking, the application of general knowledge, the analysis of the present situation focusing on future benefits. A problem is an unpleasant real situation which encourages a pupil to look for ways of getting out of it and ready for difficulties of future profession.

The creation of mini video situations becomes the method which leads a pupil and a teacher to a deeper negotiation and language case analysis. Video clips suggest accessibility of the visual, emotional experience, the language of images and visual symbolic codes. It is related to real life situations adapted to the personal way of thinking and relevant to the future career building. Here the teacher is responsible for creating the favorable environment (4)

Another method to develop speaking skill is oral academic presentation focusing on acting to help pupils to socialize in group. The principal point in this, the freedom of selection and systematization allow pupils to perform creatively the choice and formalization of the material and its presentation to the class. It gives

pupils to present in public so that they can be interact in the future career without difficulties.

In conclusion, learning to use a language freely and fully is a lengthy and effortful process. Teachers cannot learn the language for their learners. They can set their learners on the road, helping them to develop confidence in their own learning powers. Then they must wait on the sidelines, ready to encourage and assist, while each student struggles and perseveres with autonomous activity. Speaking, as one of the four skills, appears to have, at least in some respects, a prominent status. It is the skill a language learner in real-life encounters appreciates most. It has been assumed, in accordance with recent trends, that language should be taught as communication.   It has revealed apparent incongruity between the pupils' and teachers' views concerning the proportion of accuracy and fluency activities within speaking practice. This may result from a different perception of the nature of activities from the learners' and teachers' point of view. However, it also signals, though indirectly, that there is a demand from learners for more activities developing oral fluency. Together with fostering oral fluency in a greater extent it would be beneficial to create the ways in which pupils' confidence in oral performance may be built and promoted.

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