

STRATEGIES FOR DEVELOPING COMMUNICATIVE COMPETENCE OF ESP STUDENTS

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Abstract. Communicative competence refers to a learner's ability to use language to communicate successfully. The importance of communicative competence can be seen by ESP students. Therefore, the article aims to investigate communicative competence, its importance and strategies for developing communicative competence of ESP students. The result of the research depicts that communicative competence should be implemented for ESP students.

Keywords: CLT, communicative competence, strategies, ESP students.

Introduction. The concept of communicative competence, as developed in linguistics, originated in response to perceived inadequacy of the notion of linguistic competence. [2.19-22]. That is, communicative competence encompasses a language user's grammatical knowledge of syntax, morphology, phonology and the like, but reconceives this knowledge as a functional, social understanding of how and when to use utterances appropriately.

Savignon defined students' communicative competence as "the expression, interpretation and negotiation of meaning involving interaction between two or more persons or between one person and a written or oral text" [5. 249]. Savignon characterizes communicative competence as a dynamic rather than a static concept since it relies on the negotiation of meaning among people and applies to both written and spoken language.

Canale and Swain defined communicative competence in terms of three components:

1. grammatical competence: words and rules;
2. sociolinguistic competence: appropriateness;
3. strategic competence: appropriate use of communication strategies[1.1-47].

Canale later refined the above model, adding discourse competence: cohesion and coherence. Communicative competence at present is made up of four competence areas: linguistic, sociolinguistic, discourse, and strategic.[1. 1-47].

- Linguistic competence is knowing how to use the grammar, syntax, and vocabulary of a language.
- Sociolinguistic competence is knowing how to use and respond to language appropriately, given the setting, the topic, and the relationships among the people communicating.

- Discourse competence is knowing how to interpret the larger context and how to construct longer stretches of language so that the parts make up a coherent whole.
- Strategic competence is knowing how to recognize and repair communication breakdowns, how to work around gaps in one's knowledge of the language, and how to learn more about the language and in the context.

Communicative competence is considered as essential element for ESP students this is due to the fact that being able to communicate in any branch of society is important. Therefore, ESP students should gain communicative competence.

The definition of ESP was offered by Strevens, who provided four absolute and two variable characteristics of this notion. The absolute characteristics are that ESP consists of English Language Teaching, which is:

- designed to meet specified needs of the learner;
- related in content to particular disciplines, occupations and activities;
- centred on language appropriate to those activities in syntax, lexis, discourse, semantics, etc;
- in contrast with General English

The variable characteristics are that ESP:

- may be restricted as to the learning skills to be learned, for example, reading, writing, speaking;
- may not be taught according to pre-ordained methodology [6].

The definition of ESP proposed by Robinson was also focused on the primacy of a needs analysis, which aims to specify as closely as possible what exactly it is that students have to do through the medium of English. She mentions homogeneous classes as another characteristic of ESP in terms of the work or specialist studies that the students could be involved in.

However, each definition has validity but also weaknesses because none of them can be considered universal and can cover all aspects of ESP teaching. Strevens' definition is the most comprehensive of the quoted, but it can lead to a certain confusion among teachers, providing a false impression that ESP is always related directly to a subject-content.

There are some strategies that are advisable to use during lessons, sometimes teachers use them effectively and unconsciously. Let us describe some of them as an example of effective communicative approach. [2. 1-10].

Oral Conversation: This involves interaction with friend especially fellow bilinguals or native speakers through oral conversation. Communication, which is best achieved in interactions in a friendly atmosphere, helps the ESP learner for Police students to think in the target language and talk in a natural, comprehensible and communicative way.

Storytelling: This is another way of developing communicative competence because it helps the ESP learner for nursing to use language extensively. The speaker shows his ability to communicate effectively. The speaker shows his ability to communicate effectively by using appropriate words and phrases to distinguish characters in the story being narrated.

Drama: Spoken proficiency can be acquired by performing a drama. It helps the ESP learner for artists to develop his communicative skills; to create and use language effectively. Where the lines of play are forgotten, he improvises, thereby, showing his linguistic competence. [3.193-241].

Composition Writing: This is another exercise that promotes communicative competence in English. It combines the skills of reading for exact information and the skill of using the information to organize a coherent text. This strategy is applied to economic students.

Role-Playing: Role-play is a game in the target language in which the ESP learners for doctors can act out the parts that have been assigned to them in well defined situations. Learners are encouraged to use their knowledge and imagination in process of constructing dialogues.

Dialogue: They are intended to be a representation of actual speech encounters in the real world. Ideally they are an effective means of practicing the normal give and take in conversation.

Repetition: The act of repeating continuously what the native speaker says or teaches is another communicative exercise which helps the ESP learner for pilots to develop his communicative competence.

Engaging in Internal Monologue: This involves the art of talking to oneself which the ESP learner for sports does in the target language to enhance his communicative competence. It could be the recitation of a poem, a piece of writing or self-constructed speech.

Conclusion. Taking the collected data into account, it can be concluded that communicative competence is essential for ESP students. The article presented some valuable strategies for developing communicative competence of ESP students.

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