

IMPROVING COMMUNICATIVE SKILLS OF EFL STUDENTS THROUGH STRATEGIC COMPETENCE

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Annotation

This article provides information on a number of practical and efficient approaches to improving oral communication and speaking. It also contains some expert opinions and assumptions on a certain subject. It will be beneficial to use and keep in mind the following strategies when teaching and acquiring communication skills.

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Human interact with each other with the help of speaking skills to express their thought, opinion and inner feeling. It displays that speaking in an eloquent language skill which is used in communication. As one of the integrating skills, speaking helps them to organize ideas and points of view are reformulated to ease their agreement. Within this ability, speaking is also used to express relationship through language.

Any person who is not a native speaker must necessarily rely on some incomplete and imperfect competence - this corresponds to the present stage in his or her interlanguage system. Not only teachers but also students could be placed somewhere along a line between the two extremes of an ideal zero competence and an ideal native speaker competence. If one is still in the process of learning a language, he or she is moving along this line, one is systematically approaching a native speaker competence by successive approximations.

Why is optimal competence, what we mean? Because, there is never absolute zero competence in practice—you can always rely on nonverbal cues—and, more significantly, there is never absolute native speaker competence. Consider how frequently, in L1 communication, we find ourselves at a loss for words and must either adapt our message, ask the other person for clarification, or use synonyms or general terms to communicate our ideas. One of the most amazing paradoxes in language education, in my opinion, is that we hardly ever teach or permit our students to employ the kinds of communication techniques, or strategic devices, that even native speakers are frequently compelled to employ. We remain concerned a great deal about precise communication, which may not even exist.

There is a classification system for approaches to communication. As we previously stated, strategic competency is the capacity to handle unforeseen problems where the absence of readily available solutions. What kinds of issues is a speaker able to handle? In essence, we may argue that the purpose of oral communication is some sort of communicative objective, and we set out to create and carry out a plan. We have two main options if we get into trouble, that is, if our understanding of the language and social code is insufficient. One way to mitigate the issue is to employ a reduction strategy, which keeps

our message inside the bounds of our communication resources and eliminates the risk, we should modify our ends to our means — in this way we alter our goal.

Any individual knows that the best course of action is to remain clear of any subject on which we lack confidence. When purchasing a ticket abroad, for example, we frequently prefer to make use of the automatic vending machine rather than going via a ticket office to eliminate the possibility of misinterpreting numbers, times, or location names. In addition, it's possible we have all had the experience of cutting our message short or abandoning up because we thought it would cause us to screw up our vocabulary or language. And the possibility that a non-native speaker is substituting the original meaning for the new one is the reason why they can sound unclear. If I were to assert that I was laid unemployed and that I was receiving welfare payments, I would hardly have enough money to live by, let alone take a vacation. I might come up with anything like "I can't go on holiday because I don't have enough money" if I find it too tough to explain. I may sound hazy and lose a lot of my original meaning, but I still manage to convey part of my meaning.

Reduction techniques can also have an impact on complete speech actions or modality (for example, I might overlook social distance norms and politeness cues). For example, if I am unable to use pre-topics to start a phone call, I might forgo such starters as Are you occupied? or Am I calling at the wrong time? They are occasionally essential and helpful. While these mistakes aren't necessarily dangerous, they could give the listener the wrong impression.

Though hard to identify, reduction or avoidance techniques are a clear and vital component of a learner's innate toolkit. However, we will likely be more interested in achievement or expansion methods since we want our students to broaden their horizons, take calculated risks, and actively increase their competence. I'd want to start by drawing a helpful distinction between discourse-level methods and word- or sentence-level strategies. This distinction is crucial because, for example, while thinking about accomplishment techniques, one virtually always considers ways to convey a word's meaning when the actual term is unavailable. As we'll discover, some of the most fascinating things really occur during interpersonal interactions.

Strategic competence refers to a speaker's ability to compensate for deficiencies in many domains of competence by using verbal or nonverbal communication techniques when communication issues arise. It implies that developing students' strategic competency and their capacity to deliberate meaning when there is a breakdown in communication should be started very early in their English language learning careers. It should strengthen their faith and aid in their learning of a second language.

Furthermore, linguists Canale, M. and Swain, state that the issue with strategic competence arose when communicative competence was emphasized and its application to second language performance was confirmed. Consequently, it makes it abundantly evident that when faced with a communication issue, people will improvise their way to a solution as long as language (verbal and non-verbal signs) is observed. Therefore, interaction-useful strategic skill is offered. Furthermore, it can be said that strategic competency demonstrates the ability to employ a variety of tactics to break through communication stagnation. This implies that strategic competency can assist speakers in resolving issues that arise during communication.

It is of the utmost importance to emphasize that oral communication, and particularly strong public speaking abilities, are just as vital as other communication skills and are a crucial component of interpersonal relationships. Additionally, it is very important for the growth of social, emotional, and communicative learning. Even if you may not be an expert or a professional public speaker, developing these abilities will benefit you in all situations throughout your life and academic career. Furthermore, being able to speak flawlessly can help you gain confidence, communicate more effectively with individuals of different backgrounds, win people over, and be more understandable and clear to the audience or listener. Speaking is one of the most challenging abilities to teach and develop in a second

language. Teaching speaking is a useful talent that is typically seen to be challenging to acquire since it requires a lot of practice and a strong will to reach a high level of competency. In order to become proficient in speaking, a speaker must focus on organizing, revising, re-correcting, and streamlining their statements during an exchange. Pronunciation, intonation, stress patterns, and other prosodic elements are all part of speaking, and it can be challenging for non-native English speakers to acquire these skills. No one can become a flawless speaker overnight. To become experts at this skill, one must possess experience, perseverance, diligence, and research ability.

Speaking poorly is unquestionably one of the most important issues facing people today. Therefore, in order to improve students' speaking abilities, educators are gradually considering the following steps:

Stress the importance of basic study books' quality;

Allocate sufficient time for pupils to practice speaking and using their phones;

Ensure that a congenial environment is established between educators and students; implementing useful and student-centered teaching techniques and exercises in the classroom;

Encourage kids to feel comfortable asking any questions, even those that are difficult or new to them;

Maintain a balanced student-to-teacher ratio in the auditorium to avoid crowding;

Recognize and inspire students;

Make sure pupils are aware of the daily news. Plan literary and poetic gatherings honoring the works of great poets. Teachers can help EFL speakers build or construct communicative competence and improve their speaking ability by keeping these guidelines in mind and attempting to use them in their work. It is evident from analyzing these tactics that it is not as hard as it seems. Students can become more proficient speakers of English without the need for difficult lessons or a classroom companion. It is very feasible to learn a language and have fun at the same time. To communicate effectively in English, you require a broad vocabulary as well as accurate pronunciation: Increase the vocabulary you know. Acquire New Words Each Day. Adding new terms to your vocabulary on a daily basis is a smart strategy to expand it. Decide on a reasonable goal. It may be as simple as writing three or ten words every day. It is still worthwhile to attempt learning a new word, even if you can only manage one word a day. You can acquire 365 new English words in a year if you learn one word per day. To constantly remind yourself, write down the number. Give your learning partner access to it so she may monitor your progress if you have one. Depending on your daily routine, the news, music, and TV shows can all be useful sources of words. If you prefer listening to music, read the lyrics and make a note of any words you are unfamiliar with. Songs are excellent for learning English since they can contain a wealth of helpful vocabulary, phrases, and expressions. Acquire Words in Speaks and Parts. Learning words in groups is essential. You might say "glass of wine," "pint of beer," "cup of tea," "pot of coffee," etc. when referring to beverages. Acquiring those expressions is preferable than just drinking wine, beer, tea, and the like. Acquiring related vocabulary can also be beneficial. A lunar month has four phases of the moon: gibbon, waning, waxing, and crescent.

Mastering all four terms at once is more beneficial. Make your pronunciation more accurate. Even if you are highly proficient in vocabulary, you will still not be understood if you pronounce things incorrectly. That seems like a pointless use of the time one has to commit words to memory. When use online dictionaries like Merriam-Webster and Macmillan, utilize the small speaker symbol to verify the pronunciation of any term you are unsure of. To learn the numerous facets of both American and British English pronunciations, you can find English pronunciation tutorials on YouTube or listen to podcasts like English Pronunciation Pod. Try your hand at tongue twisters when you're ready for something trickier. Here are a few instances. For one to succeed in conversations with English speakers and in academic or professional settings, learning how to pronounce words correctly in the language is crucial. Learn how English naturally flows. While knowing how to pronounce words correctly is important, the

flow of sentences is what makes an English speaker sound natural. When reading poetry, listening to music, or seeing a brief comedy, keep the following in mind: Connecting. Observe how native speakers combine words: they may merge two sounds, make one sound disappear, or alter one sound to improve the flow. tenseness. Two words can be shortened to make contractions. Words might have stressed syllables or stressed words within sentences.

Overall, collaborating, contractions, and tension combine to create rhythm. It is the English musical characteristic, its ups and downs. Deliver your speech in private. Confidence is one of the main obstacles to improving one's English speaking abilities. It is undoubtedly a challenge faced by all language learners, and practicing in real life is one of the greatest methods to get beyond it. Go practice your English with strangers if you believe you have what it takes! Self-talk Loudly speak to oneself in English. Anything might be suggested, such as, "Should we go get a glass of water?" As an alternative, take up a book and read aloud a few pages. While this practice may make reading more difficult, speaking will become more fluid. You may also record yourself, play it back, and listen for any mispronunciations. Consult a native speaker for input if at all feasible. Haynes claims that speaking fluently requires both linguistic proficiency and the capacity to process information and language naturally and without much thought. Expressive devices: In face-to-face interactions, native English speakers alter the pitch and emphasis of their words, adjust the volume and pace, and display various nonverbal (paralinguistic) and physical cues. The capacity to communicate the speaker's meaning and message is enhanced by the use of these tools. To be completely successful communicators, students need to be able to employ at least some of the supra segmental characteristics and devices. Lexis and grammar: A variety of frequent lexical phrases are used in spontaneous speech, especially when carrying out certain language activities.

As a result, educators must to employ a range of expressions to convey a range of emotions, including agreement or disagreement as well as surprise, astonishment, and acceptance. We can teach kids the same helpful words that they may use at different points in a discussion when they are speaking in particular speaking circumstances, like a job interview. Language negotiation: Effective speaking benefits from the language we negotiate to make our arguments clear and demonstrate what we are saying. In conclusion, it is essential to emphasize that each of the aforementioned aspects requires instructors and students to give them extra time and attention. There are several frameworks, approaches, and reasoning for improving communication abilities, particularly speaking, but ultimately, it comes down to making the right decision in this area.

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