

**THE IMPACTS OF COMMUNICATIVE COMPETENCE ON SECOND LANGUAGE ACQUISITION
AND EMPLOYING CERTAIN METHODS TO IMPROVE SPEAKING SKILLS****Alimatova Sevarakhon Khasandjon kizi,**

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Abstract: This study explores the impact of communicative competence on second language acquisition, challenging traditional grammar-focused methods by employing Effortless English lessons to enhance speaking abilities among learners. Drawing on theories from notable scholars such as Chomsky, Hymes, Canale, and Swain, the research aims to demonstrate that integrating communicative competence into language teaching significantly improves students' oral skills. Through a combination of interviews, pre-tests, and the application of the Effortless English method, findings suggest that a communicative approach not only bolsters learners' confidence and interaction but also fosters a more engaging and effective learning environment. This investigation highlights the necessity of moving beyond conventional teaching techniques to embrace methods that prioritize real-world communication skills, thus preparing students for more authentic and practical language use

Keywords: learning speaking, Effortless English lessons, Communicative Competence, Second Language Acquisition, Effortless English Method, Language Teaching Methodologies, Speaking, Abilities Improvement, Oral Skills Development, Mixed-Methods Research, Language Learning Anxiety, Pedagogical Shifts, Learner Engagement

Introduction. In the current century, great attention has been drawn to learn other languages. Acquisition of L2 is widely being researched by many scholars. Many ways, methods and approaches are being developed to make the learning process easier and effective. Many years before some believed that grammar and writing skills are important to acquire a language, but recently it has been proven that oral-based skills are much in need to learn other languages well. With the later changes in teaching and methodology and with the advent and growth of CLT in 1970s, communicative competence has become the main aim for teaching and learning second and foreign language. As a foreign language teacher I decided to do a little research with second language learners to prove that how communicative competence effects on learner's acquisition of languages. I used the theories of some researchers such as Chomskiy, Dell Hymes, Michael Canale and Merrill Swain. They provided with good researches, explanations and datas. The effective side of this study is that teachers who want to help students to improve their lacking skills of communication, can use this research study.

The purpose of this project is dealing with students who have got lack of communicative competence. Huge attention is paid highly to the weak sides of students. Primary purpose of result is finding appropriate techniques to help students improve their speaking abilities. Before plunging into research I tried to make a little survey to know my students needs and wants, background knowledge, interests and learning purposes. Having been informed about their

weaknesses and strengths, It was high time to choose appropriate method. I used A,J Hoges Effortless English method.

In this study, two types of research tools were utilized: 1) an interview is taken to find out student's attitudes, opinions and beliefs 2) A pre-test to know better about students existing knowledge.3) www.effortlessenglish.com materials.

Literature review.

Introduction of competence to linguistic discourse has been generally interconnected with Chomsky. He proposed and defined the concepts of competence advocates for a communicative view in applied linguistics(Bagaric, Vol. 8, br. 1, 2007, page 94-103)

Namely, Hymes (1972) defined communicative competence not only as an inherent grammatical competence but also as the ability to use grammatical competence in a variety of communicative situations, thus entering the sociolinguistic perspective into Chomsky's linguistic view of communication competence. In the article of Brown it is mentioned that Hymes defined CC as the aspect of our ability to send and comprehend information, as well as to negotiate meanings interpersonally within certain contexts. Savignon (1983, p. 9) noted that ". "Communicative competency is relative, not absolute, and it is contingent on the collaboration of all participants." It is a dynamic, interpersonal construct that can only be analyzed through the overt performance of two or more individuals in the process of communication, rather than an intrapersonal construct as we saw in Chomsky's early writings. Along with those viewpoint, It has been done some researches on communicative competence. For example, In the article, (1990, Hiroko Hirouchi) the Japanese Education Department tried to make a revision on its foreign language curriculum and to introduce a communicative competence component. This implied assessment exam of foreign language education in the four language skills speaking, reading, writing and listening. Through that research work the concept of communicative competence was analysed and investigated how we can improve communicative competence in foreign language education. Fifty Japanese and Australian students at high schools were the participants of this research. They were learning each other's languages. They were given questionnaires about their classes in foreign language. The emphasis in this study was on the student's own assessment (self-assessment) of their communicative competence. Communicative competence may be defined as the ability to communicate using not only the correct grammar and vocabularly, but to use it in a socially appropriate (for that culture) manner. Two differing approaches (formalist and activist) were applied on this research. Japanese students have a perspective on their mind that they should learn English for entrance exams of university. For this reason, They focuses more on grammar rules and structure. In contrary, Australian students learn languages connecting to culture. Therefore, They focuses on communication. As a result, Japanese students have a poorer communication skills than Australian students. The author here investigated that there is a role of culture on communicative competence. In this research what is relevant to my topic is that teaching only grammar rules with a great focus is the main fence to the development of communication skills as it ignores oral based skills.

Participant profile.

In my mini research, there was a participant who study at school who is male .His age is 16 years old. Level of knowledge is elementary. Mother tongue is Uzbek and target language is English. To apply communicative competence into my lessons I leaned on the theories of Dell Hymes. In Uzbek culture like Japanese, students learn English to enter Higher Educations which mostly requires grammatic knowledge. That’s why Most of the students consider that communication skills don’t play that much role on the entrance exams. So in the beginning of my research I tried to know my student’s level, character and interests. I prepared a social survey and level test. Level test was prepared by taking into consideration his L1 background and culture and I paid attention to what extent this level test suitable to my topic too. According to survey It was clear that they wanted to have good speaking skills but the environment that was created by school teachers wasn’t sufficient. Lessons were used to be conducted using Grammar Translation Method(GTM). he had got an interest to be able to communicate with English native speakers, but no proper opportunities. The reason why he interested in learning English language is that he wants to be a guide who communicates with tourists as his future career. Following his dreams of being a fluent interpreter he started having lessons from a local English teacher. His teacher had got very good command of English knowledge of grammar. He was taught to writing and reading skills ignoring other skills including speaking and listening. Having multiple years of English lessons(about 4years) he still couldn’t afford to speak fluently. Because his teacher taught him only through Grammar Translation Method. Although he has got good vocabulary range and grammatic knowledge, He usually feels reserved or worried when he come up with foreigners and talk to them. The main reason why his teacher taught him through this method is that in our country, students mostly learn English for entrance exams and the tests of exams don’t require oral skills. I have exactly chosen him as a participant to my research study. Because I also had similar experience of learning languages with him. I also focused on form only at the beginning of my language journey. He has got very good knowledge of language regardless speaking. Moreover, his inspiration to learn speaking skills is so great that this motivated me to work on it. His ambitions of being a fluent and accurate language user shouldn’t be left careless.

Research design.

I addressed to internet sources such as British council to make a level test. These are all for pre- activity. Then, I used Effortless English lessons made by A,G,Hoge who is the number one English teacher in the world. His strategy is very useful. According to his approach, without much effort, just creating the grammatical structure in mind, one can learn a language. He emphasizes more on listening. First, on his ready audios, he reads story and asks simple question within the story, then changes the structure of those sentences. On this process learner finds out grammar rules himself. I also tried to use this method, when I provided him with a level test to know his knowledge. It showed that he had got good range of vocabulary, but when it comes to communicate, He started hesitating and lacking confidence. He was reserved and shy, afraid of being loughed at by peers if there is a mistake. First of all, I worked on his anxiety and then instructed him speaking only in English. To eliminate his worries to speak among public, above all I conduct some activities that encourages oratory abilities.his introverted characters were the main fence to communication...Before lessons I made an interview. To what extent he wants to

acquire communication skills within a month. Then I planned to take another interview to know the results. The process of data collection consists of three stages.

Stage 1

In this stage, I interviewed him to know better about his overall knowledge, interests and needs. Those questions were designed to know about learner deeply. Through interview about his weaknesses and strength, I planned what to do with him, how to work on those areas. The interview was held at school, as he studies there as a finisher. It lasted around 30 minutes. It occurred face to face and was recorded in a tape recorder. Interview questions and answers are provided in appendix form. It happened in a friendly way and my participant treated well with me.

Stage 2

In this stage, level test is taken to know learner's background knowledge, to know his level. Test source is British council materials which is reliable and authentic. As far as the period he studied was briefly clear about through interview, I reckoned that he is around pre- intermediate level. For this reason, I got questions which is organized ranging from elementary to intermediate level.

Stage 3

This stage is divided into two different lesson processes. In the first part lesson is conducted in a traditional way with Grammar Translation Method and in the second part lesson is designed with some new activities including the videos of Effortless English and It was explained at the beginning of a lesson.

Data collections and findings

Through the data collection process, it was obvious from the interview that participant as got some challenges with speaking, As he is mentioned in the interview:

I.What is your weakness in learning English?

P.I find difficulty in speaking, Although I learnt grammar rules and wide range of vocabularies, I can't speak among public. I feel shy, As if someone will laugh at me if I make a mistake or mispronounce any word!

IWhat is your strength in learning English?

PI think I am good at writing. Because our teacher used to instruct us to write little stories from our own imagination related to the topic we had.

PUmm, I think, If I work together with my friends, when we do homeworks together, in short with society it is easier for me to learn. And if a friendly atmosphere is created, then this also can motivate me.

I What areas you want to improve most?

P.Well, I want to have more listening lessons. Because I don't understand when I hear something in English such as songs, or movies. But if I see their scripts I can translate.

It is known that participant feels worried when it comes to speaking, He can translate it well on his mind but while producing language he is not confident about himself. So here, perhaps helping the participant to feel free, initially it is better to lower his anxiety. In order to do so, I provided him with effortless English lesson videos. They were helpful for him, As regard to lesson,

to find real difference and make visible progress It was conducted in two ways both traditional one and next with new method. In the first lesson, student is provided a little text and instructed to translate it into his own language and learn new vocabularies given in the text. He was instructed to pay attention grammar rules through text. And in the end he was asked to speak what he learned, but the result was not satisfying. He was not sure about speaking paying attention to grammar and pronunciation all the time. In next lesson, the lesson was conducted differently, this time student wasn't required to translate it and do some boring vocabulary tests. Rather, teacher read aloud a story to student and teacher asked some rethorical questions based on that story. Here, student tried to remember what the teacher said. Simultaneously by listening, he is producing language. In Effortless English method student uses ask-and-answer technique (in Mini-story lessons). This will help him always concentrate on the lessons, he learns English in the active way. Another benefit of the questions is that he will get a lot of repetition which helps to learn much faster and remember longer. The questions are very easy so that anyone can answer very quickly and automatically without translating it from his own language to English. That will help to train the brain to think in English. Comparing two lessons each other we see that the effectiveness of communication in his speech improved to good side. The same task but different teaching method and approach made the lesson effective.

Result

The result concluded, it can be obvious that teaching through Effortless English method lesson becomes more interesting and effective. The participant himself mentioned that this is a lesson he always expected from teachers but couldn't get. Now he become more interactive during lessons. He himself is trying to organize debate clubs, having been informed about it.

Now here is the advice for participant: "Listen to this kind of mini stories by A,J Hoge once or twice a day for at least seven days. The questions and repetition will make it easy for you to master the vocabulary while also teaching you grammar. It's a kind of esoteric grammar technique. Don't worry about the grammar; in fact, don't think about it at all. Relax, listen to the questions, then respond to them. And you'll begin to learn these basic English patterns more deeply every day as you repeat them again and over. So, over the next seven days or longer, listen to this lecture every day. If you become bored, move your body, hop up and down, relax, and then begin again.

Conclusion

All things considered, while learning other languages it is better to improve communicative competence too. If it is learned through Effortless English method, the grade of effectiveness doubles. Through this mini-research work participant became aware of the effectiveness of communicative competence. Lessons were conducted in a way that encourages to speak and interact with other students. As Dell Hymes mentioned to be a good language user grammar structure and vocabulary is not enough, they should be applied in oral purposes too. Based on his above mentioned discussion, Hymes reached a point that for the theory of language and language use to be developed, the judgments and abilities must be recognized not only in grammaticality and acceptability as in Chomskyan model of competence and performance, but in four levels. In particular research indicate a need to focus on: Motivation: how to encourage student's motivation

for learning. It seems to be an important condition for assisting learning achievement. Cognition: how to improve the cognitive ability of students and improve their expression in foreign language. This study highlighted some of the different teaching practices available to teachers of foreign language Cultural differences: consideration of the feelings, emotion and will of students.

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