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## Developing Communicative Skills with the Help of Media Tools

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### ABSTRACT

This article deals with the enhancing students' communicative skills to the highest point, and reliable methods to improve ability to speak by pulling out fear among them which has been impeding to build up vocabulary, ideas and flow of speech. And also a complete adoption of communicative language teaching due to the problems and challenges they face in the classroom, like overcrowded classes, non-availability of materials and sources, students' low level of proficiency, time constraints could be real time problems for students as well as ESL teachers.

**KEYWORDS:** communicative skill, ESL, media, approaches, grammar-translation, audio-lingual, method, competence, student.

### INTRODUCTION

The origins of Communicative Language Teaching (CLT) are to be found in the changes in the British language teaching tradition dating from the late 1960s. Until then, Situational Language represented the major British approach to teaching English as a foreign language. In Situational Language Teaching, language was taught by practicing basic structures in meaningful situation-based activities. British applied linguists emphasized another fundamental dimension of language that was inadequately addressed in current approaches to language teaching at that time - the functional and communicative potential of language. They saw the need to focus in language teaching on communicative proficiency rather than on mere mastery of structures. Another impetus for different approaches to foreign language teaching came from changing educational realities in Europe. With the increasing interdependence of European countries came the need for greater efforts to teach adults the major languages of the European Common Market and the Council of Europe, a regional organization for cultural and educational cooperation. Education was one of the Council of Europe's major areas of activity. It sponsored international conferences on language teaching, published monographs and books about language teaching. The need to articulate and develop alternative methods of language teaching was considered a high priority. In 1971 a group of experts began to investigate the possibility of developing language courses on a unit-credit system, a system in which learning tasks are broken down into "portions or units, each of which corresponds to a component of a learner's needs and is systematically related to all the other portions" (van Ek and Alexander 1980: 6). The group used studies of the needs of European language learners, and in particular a preliminary document prepared by a British linguist,

D. A. Wilkins (1972), which proposed a functional or communicative definition of language that could serve as a basis for developing communicative syllabuses for language teaching. Wilkins's contribution was an analysis of the communicative meanings that a language learner needs to understand and express. Rather than describe the core of language through traditional concepts of grammar and vocabulary, Wilkins attempted to demonstrate the systems of meanings that lay behind the communicative uses of language. [1. Internet source]

## METHODS AND MATERIALS

According to Morteza Bahtiarvand, almost all English textbooks available (before the publication of the new series of text books accompanying publications of the communicative curricula) had been developed under the influence of the grammar-translation and audio-lingual methods. Hence, it is a vivid matter that communicative materials are too rare that many students are struggling to improve their communicative skills with the help of language apps, but with the careful consideration of level of students which would impact on speaking procedure. And also Md. Morshedul Alam points out that CLT, a language teaching method, started to develop during 1970s with Dell Hymes' (1972) publication. Hymes posits that linguistic efficiency alone is not adequate for students to be able to communicate within meaningful communicative contexts. In addition to that, I want to elaborate something on that idea that linguistic competence: communicative competence is made up of four competence areas: linguistic, sociolinguistic, discourse and strategic.

- Linguistic competence means to use the grammar, syntax, and vocabulary of language. Linguistic competence asks: What words do I use? How do I put them into phrases and sentences?
- Sociolinguistic competence means –how to use and respond to language appropriately in the society. Sociolinguistic competence asks: Which words and phrases fit the setting and the topic? How can I express a specific attitude (courtesy, authority, friendliness, respect) When I need to?
- Discourse competence means to interpret the larger context. Discourse competence asks: How are words, phrases and sentences put together to create conversations speeches, email, messages, and newspaper articles.
- Strategic competence is how to recognize and repair communication breakdowns. [ linguistic and communicative competence in English]

Moreover, she also demonstrated that some existing problems in improving communicative competence as well as providing us with viable solutions to the problem.

Problems of teaching communicative competence:

- a) Enormous large classes, teaching reading does not take place in large classes.
- b) Teachers are unable to give feedback to students. Problems in promoting group discussion. Instead of teaching communicative competence, teachers involve in preparing students for exams.
- c) Textbooks prepared but rural population neglected. Students do not bring textbooks to class, no discipline.

## RESULTS AND DISCUSSIONS

To identify the current problems of the communicative skills students could encounter with, we applied a conduction of survey poll distributed to teachers, and students' opinions about the topic.

**CONCLUSION:** As we have shown, communication skills are important if we are to build meaningful relationships with services users, carers and others. It is especially important that we are able to build these relationships as social practice moves towards more market-based and managerialist policies and practices. The way we act and present ourselves is heavily influenced by social media and communication between generations are different and can be seen that way. It is important to note the accomplishments we have made as a society with social media and the media in general. It has helped connect families, provide support groups, and provide entertainment in desperate times. Our communication has changed because of social media but has changed and helped us for the better in the long run. Keeping social media a positive place and staying away from the toxic people on it will only help us grow and learn new things about ourselves.

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