

Strategies for Developing Communicative Competence in English As A Second Language (ESL) Situation

Ekwelebe Regina and Udoh Victoria Chime

General Studies Unit, Tansian University, Umuanya, Nigeria

Abstract: In recent years, there has been a change of emphasis from presenting language as a set of forms which has to be learned and practiced to presenting language as a functional system which is used essentially to fulfill communicative purposes. There are even views that the essence of English teaching is communication. Accordingly, developing the communicative competence of ESL learner is the initial and ultimate goal of English teaching in Nigeria. Nevertheless, success in a language means more than just scoring high in an intelligence test. It involves turning ones considerable dormant grammatical competence into a real practical mastery of the language by using it effectively and appropriately in everyday activities like shopping, collecting water, discussing issues, apologizing to someone, expressing an opinion, asking for direction, buying items from the market and going to the post office. Communicative competence in English requires both linguistic and pragmatic competence because speech acts cannot be built as independent of their socio-cultural setting since the same speech act may vary in meaning in different contexts.

Key words: ESL • English Language • Communication and English Teaching

INTRODUCTION

In developing communicative competence in the English language, the user must not only know the language but must possess the ability to handle linguistic variations and the various uses of the language in the context [1]. Hence, it encompasses a much wider range of abilities than the homogenous linguistic competence of the Chomskyan tradition. In view of this, Adejare states that the sociocultural context of Nigeria should define communicative competence for Nigerians [2]. In other words, the ESL learner should know when to speak and when not, what to talk about, with whom, when, where and in what manner [3]. However, the crux of the matter in this study is to find out those strategies, techniques or guidelines that will aid the ESL learner in the development of communicative competence both under formal and informal situations and instructions [4].

The Place of English in Nigeria: The position of the English Language in Nigeria has remained unchallenged among other indigenous languages; it is recognized, predominantly, as the second language. However, as the official language in Nigeria, English has come to be seen probably as the country's most important language

because it is the language of the government, law, bureaucracy, banking, education, mass media and most of the inter-ethnic communication [5]. And adequate knowledge of English is an indispensable requirement for anyone to rise above or to live in any wider context than the village. As a second language, its acquisition makes the Nigerian user either bilingual or multilingual. This bilingualism in a native Nigeria language and English, in turn, result in mutual interference between the two languages in contact. In spite of this a great majority of Nigerians encounter the English Language only in a formal classroom situations, this makes communicative competence a difficult task [6]. Consequently, the variety of English available to average Nigeria is the literary and formal one which he puts to use for all occasions, even when his need in English goes beyond situations that require this variety. Nevertheless, Nigerians have evolved their own dialect (Nigerian English) which has its distinct and probably unique characteristics as a result of the mode of acquisition and the socio-cultural setting in which it is now used. According to Achebe [7],

Nigeria English is a language belonging to Nigerians but still in Communication with its ancestral home (England)altered to suit its New African surrounding.

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