

**BỘ GIÁO DỤC VÀ ĐÀO TẠO
TRƯỜNG ĐẠI HỌC DÂN LẬP HẢI PHÒNG**



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KHÓA LUẬN TỐT NGHIỆP

NGÀNH : NGÔN NGỮ ANH

Sinh viên : Vũ Linh Chi

Giảng viên hướng dẫn: ThS. Phan Thị Mai Hương

HẢI PHÒNG - 2019

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TRƯỜNG ĐẠI HỌC DÂN LẬP HẢI PHÒNG**

**CULTIVATION OF COLLEGE STUDENT'S
COMMUNICATIVE COMPETENCE**

KHÓA LUẬN TỐT NGHIỆP ĐẠI HỌC HỆ CHÍNH QUY

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NHIỆM VỤ ĐỀ TÀI TỐT NGHIỆP

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Hải Phòng, ngày tháng.....năm 2018

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Student
Vu Linh Chi

List of abbreviations

HPU – Hai Phong Private University

CEF - Common European Framework

Q&A - Question and answer

CA - Communicative Approach

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Chapter 1: Introduction

1.1 Rationale for the study

Along with the development of society and world's economy, the exchange between countries in the world is becoming more and more important. Therefore, learning foreign language is extremely necessary. Therein, English is the official language of 53 countries. That is a lot of people to meet and speak to. This is reason why it is one of the most important foreign languages taught in universities in Vietnam. However, the results are often far from satisfaction, students in universities often find it hard to express themselves in English after many years' study. The paper tries to give us notion of communication competence and factors of impacting the college students' communicative competence and how to cultivate communication competence. Therein, Communicative Approach (CA) opens up a wider perspective on foreign language teaching. CA aim sat developing students' communicative competence. Thus, communicative competence is cultivated effectively.

English as a universal communicative tool, is used most commonly. Therefore, to understand the language and to use it appropriately is becoming crucial important. Successful communication requires not just a high level of linguistic competence, but also a corresponding level of communication competence. However, in many colleges, the students are short of communication competence, they often commit pragmatic errors in communication. Teachers' instruction concentrates much on the content of textbooks and skills training, while the development of students' communication competence is almost completely ignored. This kind of language teaching can not meet the need of modernization and cross-cultural communication. Thus, it is of great necessity to draw a clear picture about the current level of English communication competence of Chinese college students.

Through the discussion of the notion of communicative competence and how to develop it in teaching approach and the ultimate aim of English teaching is to focus on students' ability to communicate. Now the most important duty is to search and promote a set of appropriate teaching approach to effectively develop students 'communicative competence and achieve the goal of communication competence.

This study will propose some methods, especially communicative approach to develop the students' communicative competence.

1.2 Aims of the study

The study is finding out appropriate techniques for students at Hai Phong Private University to improve their speaking skill and to prepare for them to the basic knowledge of

speaking skill with higher requirement for the next graders. The expectation is that the first year English majors at HPU can consider speaking English as their favorite activity. To summarize the above, the aims of this study are:

- Cover background knowledge of communicative competence
- Find out reality of teaching and learning English and factors affecting communicating skill at HPU
- Mentions some methods for students to improve their speaking skill

It should be noted that this paper should not be considered exclusive to the first year English major students at HPU. In fact, the fundamental concepts and result of this paper can be applied to most English learners.

1.3 Research question

In studying period, to complete the aim of this study, there are some questions below mentioned:

1. How do students think and understand about communicative competence?
2. Why do students feel their speaking skill not good?
3. How did students improve their English?

1.4 Methods of the study

This study has used qualitative research. By using this method, the data and evidence are reliable. Students can give their thought about teaching and learning English recently, this will help me analyse specifically to make the most persuasive conclusion.

To complete this study, a variety of methods have been employed:

- Concerned materials including reference books on teaching methodology have been carefully studied and analyzed.
- A survey questionnaire was conducted to the 100 first year English major students at HPU to gather information and evidence for the study.
- In addition, to make the data collected more reliable, qualitative method was applied with two instruments: an informal interview and observation.

All the comments, remarks, recommendations and conclusion provided in the study were based on the analysis of the study.

1.5 Scope of the study

Developing college students' communicative competence is a rather various topic. It requires much of time and effort. However, due to the limitation of time, resources and knowledge of one as well as some other conditions, this study was carried out to find out the

factors impacting on students communicative competence and solutions to improve it for the English majors' especially about 100 the first year students HPU whose speaking skill is not good and not fluent.

1.6 Designs of the study

This study consists of five chapters:

Chapter 1: Introduction, includes the rationale to the study. It also includes the aims of the study, the research questions, the scope of the study. Next the design of the study is also presented.

Chapter 2: Communicative Competence: Definition and Model, presents a review of related literature that provides the definition of communicative competence and its components.

Chapter 3: Necessity of Developing Students' Communicative Competence in English and current situation, focuses on English learning and teaching environment at HPU. The study explain the reason why students have to study English, in other words, it is importance of English. Some surveys in which for the first year English major students at HPU carried out to reflect specifically their current situation in English speaking skill. The study also mentioned some main factors which affect communicative competence.

Chapter 4: Cultivation of College Students' Communicative Competence, from the reseach about affecting factor of before chapter, chapter 4 will show detail methods to improve communicative competence for students at HPU.

Chapter 5: Conclusion, including summary, some limitations and suggestions for further research are stated. The last are references, the appendixes that include all the documents relating to the study.

Chapter 2: Communicative Competence: Definition and Components

2.1 Definition of Linguistic Competence vs. Communicative Competence

According to Chomsky, (1965), “linguistic competence is understood as concerned with the tacit knowledge of language structure”. (p.19). He observes that “a person who has learned a language has acquired a system of rules that related sound and meaning in a certain specific way. He has, in other words, acquired a certain competence that he puts to use in producing and understanding speech.” (Quoted by Munby 1978, p. 8) Hymes (1967) defines linguistic competence as “the ability to produce grammatical sentences or utterances through knowledge of linguistic rules”. Other scholars also gave a number of definitions of linguistic competence referring to it as mastery of the rules of the language. Wilkins (1972) states that linguistic competence “consists of the ability to recognize and construct grammatically correct sentences which are appropriate both to the circumstances of utterance and the intention of the speaker”. (p. 219). Thus, linguistic competence is the perfect knowledge of the linguistic features of a language.

What this notion didn't cover, however, was the communicative skills required of a native skills speaker to be highly performing in particular interaction contexts. It is for this reason that scholars in applied linguistics have been giving greater attention to the concept of communicative competence. Hymes (1967) defines communicative competence as the speaker's ability to participate in a society not only as a speaking member but also as a communicative member. The term communicative competence has been used by sociolinguists to include both knowing a language (linguistic competence) and knowing how to use it, i.e. in addition to grammaticality, the notion of competence should include contextual appropriacy or knowledge of sociolinguistic codes and rules. The difference between linguistic competence and communicative competence is set forth by Hymes (1972, p. 75). Ma (2009), for example, points out that effective control of English in appropriate contexts requires much more than grammatical or linguistic competence. It requires communicative competence which includes not only linguistic competence but also contextual and sociolinguistic competence (the ability to produce utterances appropriate to a given situation).

Communicative competence is the knowledge that students have of the rules that regulate are control classroom communicative, and their successful compliance with these regulations when communicating in the classroom. Thus, classroom communicative

competence is necessary in order for foreign language students to participate in and learn with in the classroom setting. Communicative competence can only be achieved and acknowledged through student’s participation in classroom activities and the class teaching must provide opportunities for students to receive the information, process it, and practice language production.

This definition implies that a learning environment should be the one that will provide opportunities for the “negotiation of meaning” rather than for an examination of language structures and their practice.

2.2 Communicative Competence Models

Recent theoretical and empirical research on communicative competence is largely based on three models of communicative competence: the model of Canale and Swain, the model of Bachman and Palmer and the description of components of communicative language competence in the Common European Framework (CEF).

The theoretical framework/model which was proposed by Canale and Swain (1980, 1981) had at first three main components, i.e. fields of knowledge and skills: grammatical, sociolinguistic and strategic competence. In a later version of this model, Canale (1983, 1984) transferred some elements from sociolinguistic competence into the fourth component which he named discourse competence.

According to Canale and Swain, grammatical competence is concerned with mastery of the linguistic code (verbal or non-verbal) which includes vocabulary knowledge as well as knowledge of morphological, syntactic, semantic, phonetic and orthographic rules. This competence enables the speaker to use knowledge and skills needed for understanding and expressing the literal meaning of utterances.

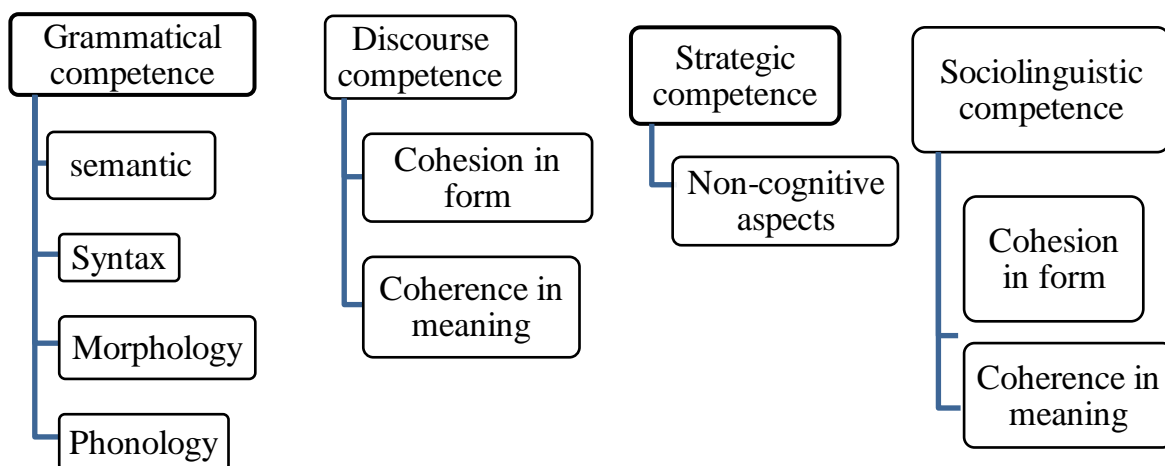


Figure 1: Model of Communication Competence (Source: Canale and Swain)

In line with Hymes's belief about the appropriateness of language use in a variety of social situations, the sociolinguistic competence in their model includes knowledge of rules and conventions which underlie the appropriate comprehension and language use in different sociolinguistic and sociocultural contexts.

Canale (1983, 1984) described discourse competence as mastery of rules that determine ways in which forms and meanings are combined to achieve a meaningful unity of spoken or written texts. The unity of a text is enabled by cohesion in form and coherence in meaning. Cohesion is achieved by the use of cohesion devices (e.g. pronouns, conjunctions, synonyms, parallel structures etc.) which help to link individual sentences and utterances to a structural whole.

In the model of Canale and Swain, strategic competence is composed of knowledge of verbal and non-verbal communication strategies that are recalled to compensate for breakdowns in communication. These strategies include paraphrase, circumlocution, repetition, reluctance, avoidance of words, structures or themes, guessing, changes of register and style, modifications of messages etc. Canale (1983) pointed out that this competence can also be used to enhance the effectiveness of communication. It is different from the other three components of communicative competence in that it is not a type of stored knowledge and it includes non-cognitive aspects such as self-confidence, readiness to take risks etc. However, since it interacts with other components, it enables learners to deal successfully with a lack of competence in one of the fields of competence.

Despite the simplicity of the model of Canale and Swain, this model has dominated the fields of second and foreign language acquisition and language testing for more than a decade. So, it can be applied is probably the main reason why many researchers of communicative competence still use it.

Taking into consideration the results of prior theoretical research, in the late 1980s, Bachman proposed a new model of communicative competence or, more precisely, the model of communicative language ability. That model was, however, slightly altered by Bachman and Palmer in the mid 1990s.

According to Bachman and Palmer (1996), many traits of language users such as some general characteristics, their topical knowledge, affective schemata and language ability influence the communicative language ability. The crucial characteristic is their language ability which is comprised of two broad areas – language knowledge and strategic competence.

Language knowledge consists of two main components - organisational knowledge and pragmatic knowledge which complement each other in achieving communicatively effective language use.

In Bachman and Palmer's model, organisational knowledge is composed of abilities engaged in a control over formal language structures, i.e. of grammatical and textual knowledge. Grammatical knowledge includes several rather independent areas of knowledge such as knowledge of vocabulary, morphology, syntax, phonology, and graphology. They enable recognition and production of grammatically correct sentences as well as comprehension of their propositional content.

Pragmatic knowledge refers to abilities for creating and interpreting discourse. It includes two areas of knowledge: knowledge of pragmatic conventions for expressing acceptable language functions and for interpreting the illocutionary power of utterances or discourse (functional knowledge) and knowledge of sociolinguistic conventions for creating and interpreting language utterances which are appropriate in a particular context of language use (sociolinguistic knowledge).

Strategic knowledge is conceived in the model as a set of metacognitive components which enable language user involvement in goal setting, assessment of communicative sources, and planning. Goal setting includes identifying a set of possible tasks, choosing one or more of them and deciding whether or not to attempt to complete them. Assessment is a means by which language use context is related to other areas of communicative language ability: topical knowledge and affective schemata. Planning involves deciding how to make use of language knowledge and other components involved in the process of language use to complete the chosen task successfully.

At the end of this illustrative description of Bachman and Palmer's model of communicative language ability, one cannot but conclude that this model is more complex, more comprehensive and much clearer than the model of Canale and Swain. It is preferable because of its detailed and at the same time very organisational description of basic components of communicative competence.

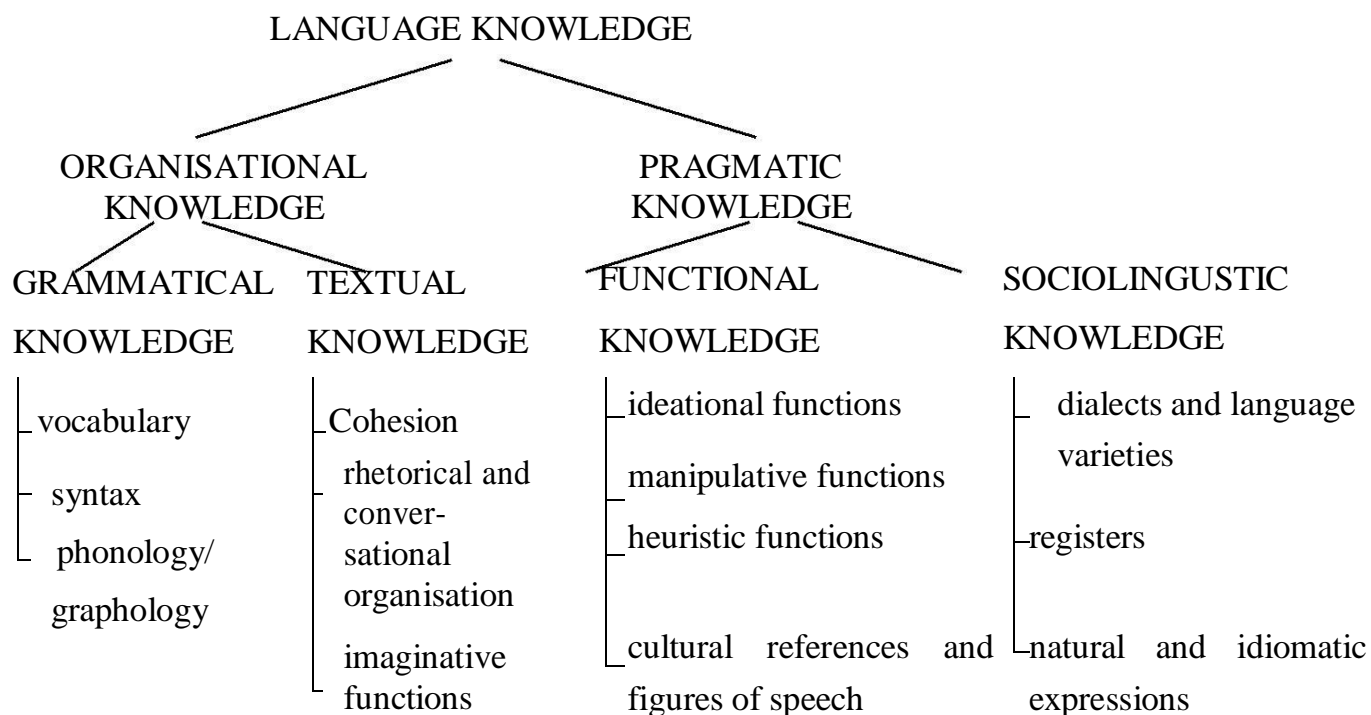
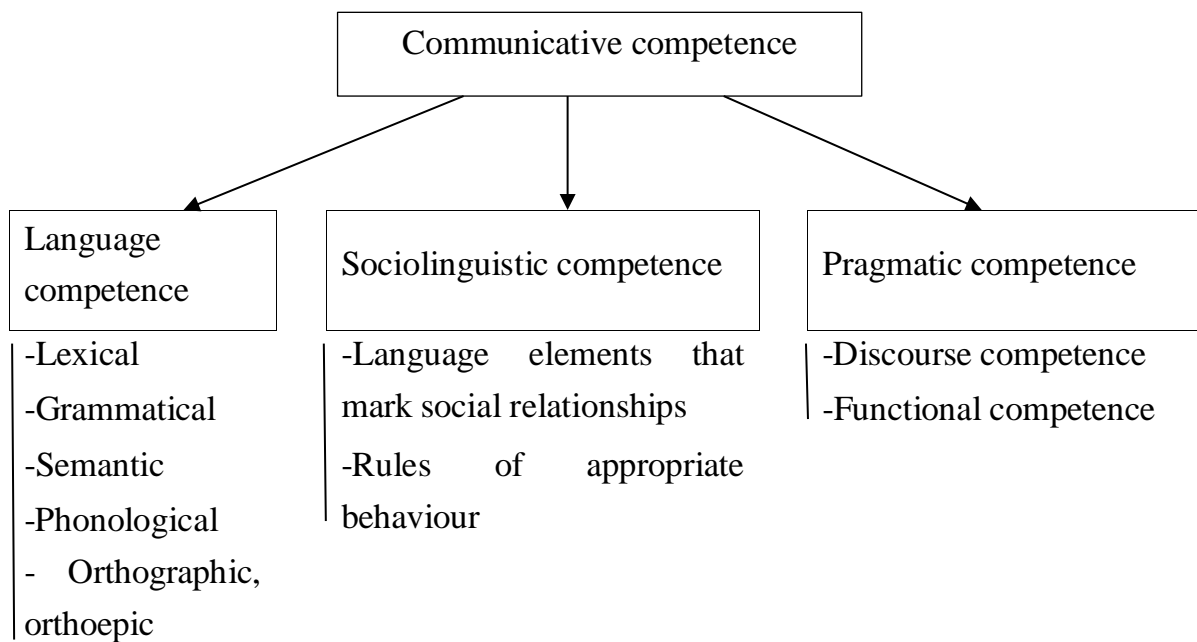


Figure 2: Areas of language knowledge (Source: Bachman and Palmer, 1996:68)

The last model we will refer to is the model or description of communicative language competence in the CEF (2001), the model which is intended for assessment as well as for learning and teaching of languages. It includes three basic components – language competence, sociolinguistic competence and pragmatic competence. Thus, strategic competence is not its componential part. The subcomponents of language competence are lexical, grammatical, semantic, phonological, orthographic and orthopedic competences.

Sociolinguistic competence refers to possession of knowledge and skills for appropriate language use in a social context. The following aspects of this competence are highlighted: language elements that mark social relationships and rules of appropriate behaviour.

The last component in this model - pragmatic competence - involves two subcomponents: discourse competence and functional competence. A part of both of these competences is the so-called planning competence which refers to sequencing of messages in accordance with interactional and transactional schemata.



*Figure 2:
Model of the
Common
European
Framework*

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At the end of this chapter, the similarities and differences in the componential structure of the three models of communicative competence described above - the model of Canale and Swain, the model of Bachman and Palmer and the model proposed in the CEF – are presented in a graphic illustration.

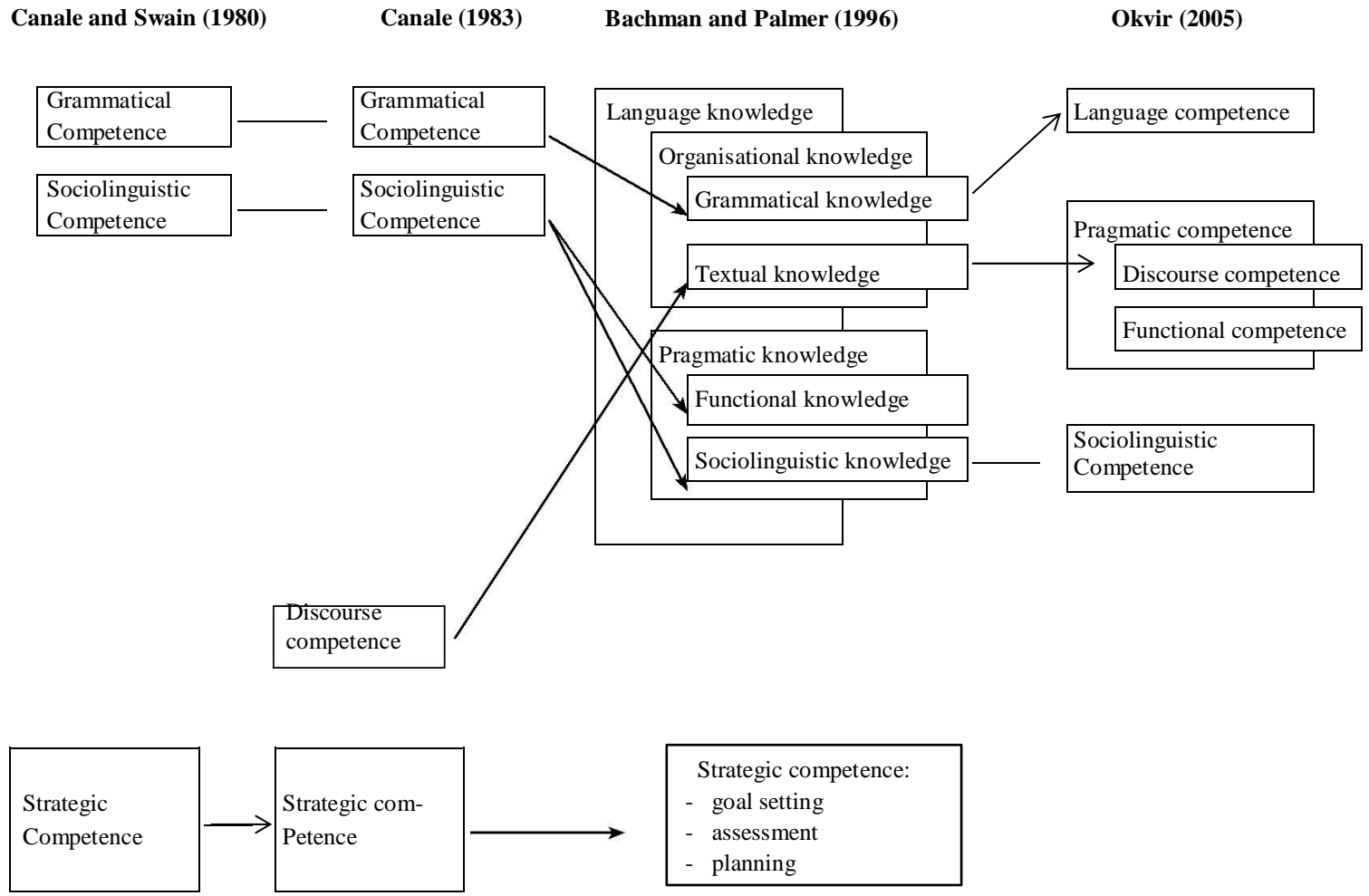


Figure 3: Similarities and differences between several models of communicative competence

According to Figure 3, it is easy to see all of these models include vocabulary knowledge, knowledge of rules, conventions as well as both verbal and non-verbal communication strategies. However, the model of Canale and Swain is simpler than others. According to Bachman and Palmer (1996), traits of language users such as some general characteristics, their topical knowledge, affective schemata and language ability influence the communicative language ability. The model or description of communicative language competence in the CEF is intended for assessment as well as for learning and teaching of languages.

Chapter 3: Necessity of Developing Students' Communicative Competence in English and current situation

3.1 The importance of learning English

English is a vital language to be learned because English is the International language in the world. People need to learn English for following the globalization era. As we know English is foreign language in Vietnam but we have to learn English because it can support us in many aspects in daily life. English is not only important for old people but also for everyone or infinite to the ages. There are some reasons why students need to studying English. Some of them are: to communicate internationally, to learn science and technology and to get job.

The first reason is English to communicate internationally. Certainly everyone who wants to go abroad should know and master English. By learning English, students can go anywhere easily because in abroad generally uses English. Besides, in Vietnam is often visited by tourist even they live in here for short or long time, it depends on their need. For this case, Vietnamese people have to speak English to communicate with tourist. That is why English is important to be learned by students.

Another reason is English to learn science and technology. As we know that many sources of science books are written in English and it urges people to learn English indirectly. People do not like English, nor do they like to read English, they could not open the science. Not only science but also technology generally uses English. Technology in globalization era such as: all of the tools, applications and guide books of the technology using English as automatic English. It also urges the users of technology for learning English indirectly.

Next, English should be the medium of instruction at universities in Vietnam is that it helps students find a high quality jobs for students to find. In business life, the most important common language is obviously English. In addition to this, especially, high-quality jobs need good understanding ability and speaking in English. Therefore, companies can easily open out to other countries, and these companies generally employ graduates whose English is fluent and orderly. For example, the student who is graduated from a university which takes English as a major language will find a better or high-quality job than other students who do not know English adequately. In other words, the students who know

English are able to be more efficient in their job because they can use the information from foreign sources and web sites. In addition, many high-quality jobs are related with international communication and world-wide data sharing. University graduates who are in an international company and business are needed to communicate with foreign workers. For instance, if their managers want them to share the company's data, they are expected to know English. Moreover, they will even have to go business trip for their company. Absolutely, all of these depend on speaking English; as a result, new graduates have to know English in order to get a high-quality job, and the others, who do not know English, may have lack of communication and be paid less money.

To find out what the students' think about the importance of learning English, I conducted a survey for 100 freshmen at HPU.

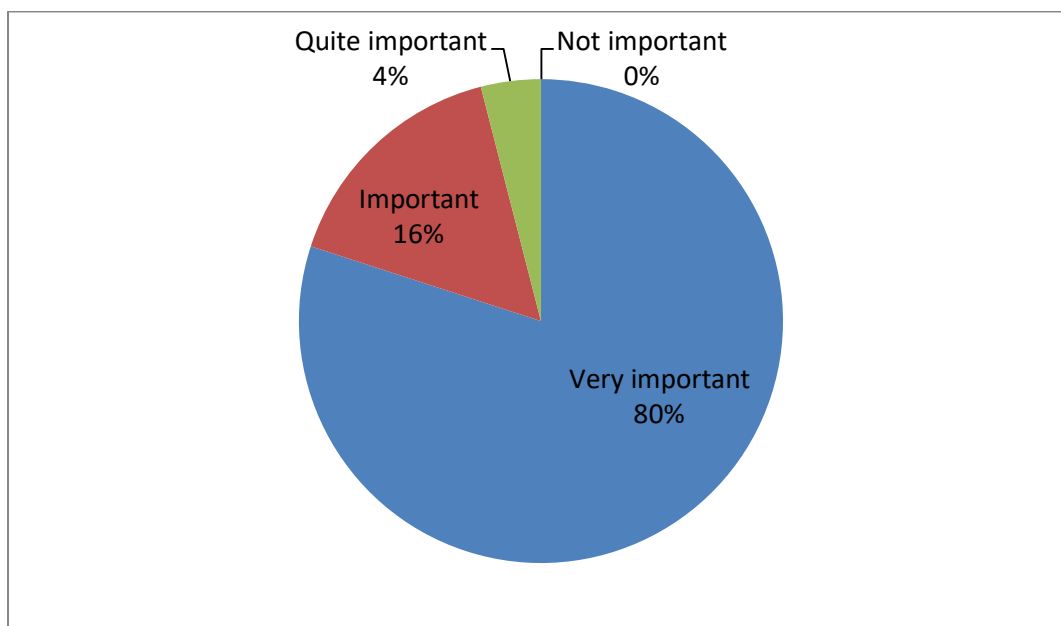


Chart 1: Students' attitudes towards the importance of English speaking skill

It can be seen clearly from the chart 1, most of the students agree that learning speaking skill is very important (80%). Meanwhile, there are only 4% of them reckoning that it is quite important. This chart shows that most of students at Faculty of Foreign Language, HPU claim that English speaking skill has an important role in learnig English with a lot of fields in life.

As a result, the students need to learn English for getting ease anything and anywhere. At this time, globalization era requires people for learning English because people will meet

English in many aspects. Therefore, nowadays English is important to be learned, contemplated and applied in daily life.

3.2 The Current Situation of College Students' Communicative Competence

Learning English is extremely important, especially communicative competence; however, it has been a big problem for students to develop this competence.

According to recent information, many scientific seminars on basic and specialized training in foreign languages at universities and colleges took place. One of the issues discussed at conferences is the current status of students' foreign language learning (especially English) are becoming "alarming". Students lose a lot of knowledge of vocabulary, grammar and even "take root" in English since high school.

Beside students who have achieved good results in the IELTS and TOEFL tests and have the ability to communicate well with foreigners, most students do not have basic or specialized knowledge and can not communicate. In many colleges and universities, students hardly attach exaggerated importance to study vocabulary and grammar. Therefore, speaking skill of them is limited. Moreover, there is a huge difference between students living in urban and rural areas. In the city, parents are aware of the importance of learning a foreign language so they have sent their child to international school or language center. This is reason why their English is often better than people live in rural areas.

A questionnaire was applied with 50 participants at HPU to explore college students' understanding of communicative competence and their need to learn English at university. They were asked to answer the questionnaire during a break in their English class or during free periods. It is hoped that the results of the questionnaire will reflect students' opinions about the implementation and current situation of the communicative teaching approach in teaching and learning English.

Table: Student opinions about communicative competence

Have you ever heard the term "communicative competence"?	Yes 45	No 5
On four basic skills in learning English, which one do you think is the most important?	Listening Speaking Reading Writing	10 20 8 7

What do you think communicative competence emphasizes?	Listening	15
	Speaking	30
	Reading	0
	Writing	0
Are you confident when you communicating by English?	Yes	No
	5	40

According to the above figure, we can see that almost all students are weak in speaking skills. Many students already have the concept of communicative competence but they can not improve it due to both subjective and objective factors, even students in English major.

Another survey of 100 first year English major students at HPU is conducted with topic “How long have you learned English?”

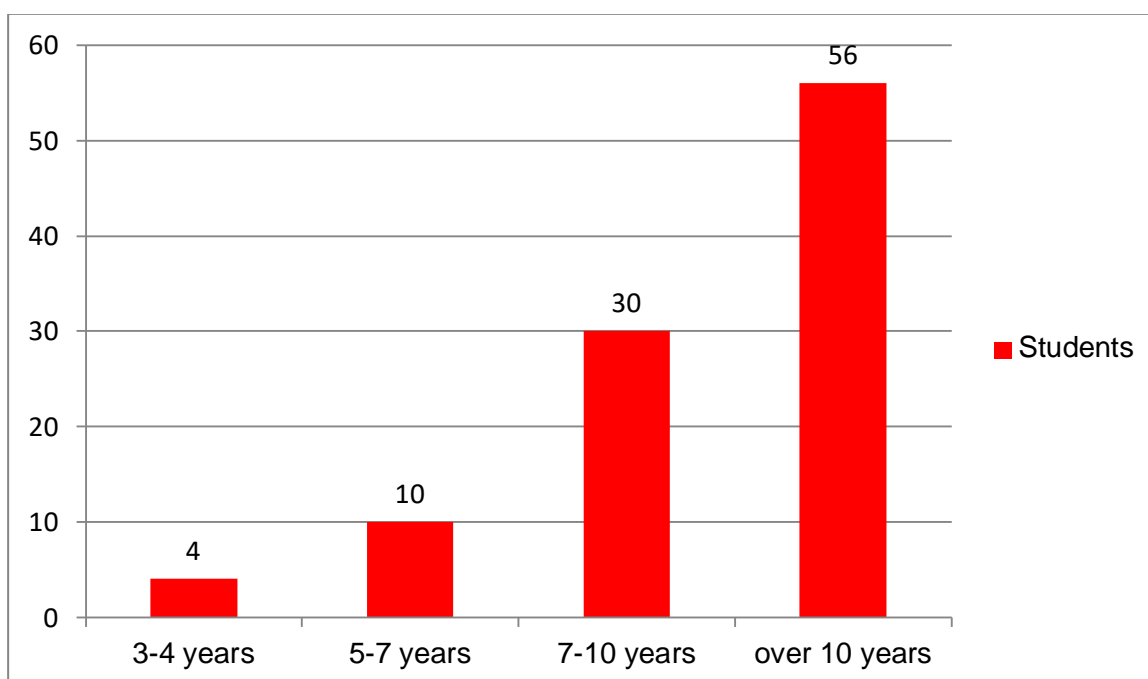


Chart 2: Students' studying English time

As we can see that the number of students learning English over 10 years is largest (56 students) while there are only 4 students learning English about 3-4 years. Therefore, we can come to the following conclusion: without an effective learning method, even if we spend a lot of time and perseverance, the level of improvement in English is not high. What causes most of us have learned English for many years but still can not use it fluently.

3.3 Factors of Impacting the College Students' Communicative Competence

The College Students' Communicative Competence is limited by many different causes. The factors hindering the implementation of improving this competence were categorized into two main subcategories: objective and subjective factors.

3.3.1 Objective factors

3.3.1.1 Communicative Environment

Environmental factors are also influential. Facilities and infrastructure at school have a positive influence on the effectiveness of the teachers' teaching and students' learning. Effective teaching and learning activities lead to the improvement of students' learning achievement. The communicative environment includes two following fields:

The communicative environment is considered to be the place for students to study. Students rarely have opportunity to carry out interactive activities by English. English contact and communication practice time are limited only in the class with two main interactive models: teacher-student and student-teacher.

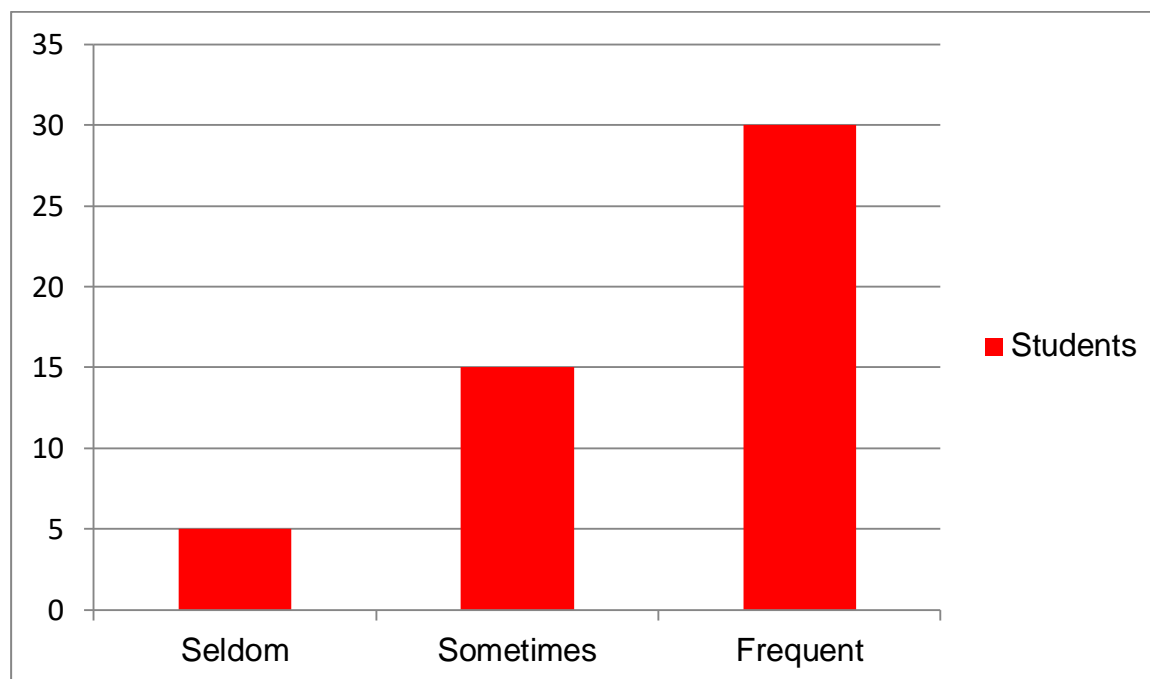


Chart 3: Using English frequency of students

Survey's result showed that the number of students using English to communicate frequently is few. On 50 students surveyed, there are only 15 ones sometimes using English to communicate with foreigners after school hours, however, these are basic sentences. While there are 30 students not using English frequently. In addition, the majority of

students think that the use of English in the school is very little because it can be considered "abnormal" when communicating with English.

Secondly, communicative environment is considered as input source, it means that students can interact both directly and indirectly. Language sources can be libraries, newspapers, the Internet, radio, computers,... It can say that English sources are very rich and diverse. However, frequency of use of these sources is very limited. With question "What do you usually use your computer do in your free time?", the result showed that 50 students use to play game (50%), 40 students (40%) to listen to music or watch film and only there are only 10 students use it to practice listening (10%).

Activity	The number of students
Play game	50
Listen to music and watch film	40
Practice listening	10

Table 2: Students' activities in free time

Therefore, environmental factor has a large impact on college students' communicative competence. And considering two above aspects from all sides, language activities are extremely limited.

3.3.1.2 Socio-cultural and language characteristics

It does not affect directly the students' communication skills, socio-cultural characteristics also has a significant impact on the learning activities as well as speaking skills of students. Language is one of the factors that reflect cultural values. Therefore, each country has its own language system and private conventions for using language.

For example: In Vietnam, asking for age, family, children or business express interest. This contrast with Western countries, because it is need to be avoid in communication. In addition, the style of expression of Westerners generally speaks directly and emphasizes the subjectivity (Rickheit, 2008), while Vietnamese often have indirect expression.

Moreover, each language has its own particularity pronunciation, using words, grammar. When learning English, learners tend to apply the characteristics of the mother tongue to communicate, this makes English pronunciation not standard. This is a negative shift from the mother tongue, which greatly influences the mode of expression or quality of communication.

Not only the mother tongue affects their communication skills, but the English students are learning also influences. This effect usually comes from the private convention of the language. For example, rules of nouns, rules for singular and plural nouns, etc.

In conclusion, the difference between cultures is also a barrier to college students' communicative competence.

3.3.1.3 Educational curriculum

The curriculum and teaching method inadequate, affecting the development of communication skills in English of learners. An extremely popular trend in most Vietnam schools is to consider English as a subject learning knowledge. This created a bad consequence for both teaching and learning. Students focus on the analysis of grammatical rules to meet the need of test learners' English language knowledge. Most students have a long period of studying English (from 6th to 12th grade in the general education program), but nowadays English communication skills are still limited.

Then, students' communicative competence is not developed because almost universities have not just had unified purpose for the subject, learners' qualification and skills must be determined specifically. English textbooks are not compiled systematically. Almost they have been gotten or made corrections from foreigners' because of convention. In these textbooks, there are appropriate contents with learners but there are also some ones unfamiliar with them. Diversity, lack of unification cause many difficulties for developing students' communicative competence.

In addition, substandard class, a large number of students in a class also have negative effect on developing this competence. Many universities are not qualified, have not been designed for teaching foreign language. Classroom is not sound-proof, the quality of sound is bad. Furniture is arranged by tradition. The teachers sit on the podium facing students. It is only appropriate for presentation method, not suitable for interactive teaching methods. In particular, adding to the difficulty of the facility is the overcrowded student population in a classroom, poor English teaching equipment and academic resources. According to a current survey, there are about 30-40 students in an English class. It is two three times the number of students in a standard foreign language classroom. Teaching equipment is mainly boards, chalk and cassette. Another noteworthy point is that almost none of the training places have facilities and equipment to support the foreign language self-learn.

Finally, almost all the students are limited by the class time, so they do not have the chances to put their learning into practice. The majority of college students in our country have learned ten years' English. Through several years' English learning, they master the

basal of grammar. They have possessed considerable quantity of vocabulary and the preliminary ability of reading. But many people's ability of oral English expressing is not very desirable.

The above factors are factors impacting on teaching and developing college students' communicative competence.

3.3.2 *Subjective factors*

3.3.2.1 Lack of knowledge

Vocabulary learning is very important for people who learn English both as foreign language and as second language. Tozcu and Coady (2004: 473) point out learning vocabulary is an important aspect of language two and foreign language acquisition and academic achievement and is vital to reading comprehension and proficiency, to which it is closely linked. Moreover, Heubener (1965: 88) states that learning of vocabulary is based on the formation of specific habits. Since this involves the association of symbols and their meaning, it is clear that an enrichment of the meaning of the word is as important as its frequent repetition.

In addition, according to Grauberg (1997: 15) the process of learning vocabulary involves four stages:

- Discrimination

This is the basic step. It involves the ability to distinguish sounds, letters from those next to them, and from the sounds and letters of similar words when listening and reading; to keep them distinct when speaking and writing. As will be seen later, failure to discriminate is a frequent source of error.

- Understanding meaning

This means understanding the concept of the foreign word or phrase. Often this is straightforward because the word can be related to its referent by direct association or because there is equivalent word in English.

- Remembering

The next step after introducing and explaining new material is to ensure its retention. Once learners have found out the meaning of a word, they have no reason to attend to it any more, and it will be forgotten.

- Consolidation and extension of meaning

Learning new words is not an instantaneous process if it were, and if presentation were the only critical variable involved, then words would not be forgotten and need to be

relearned. As it is, however, it seems that words are absorbed slowly overtime, and that only gradually do they become fully integrated into the learner's personal stock of words, when he can use them with the same sort of fluency that characterizes the words he uses in his native language (Meara as cited in Grauberg (1997: 22). Achieving lexical command is a slow process. If one tries to analyze this process by relating it to linguistic description of vocabulary learning, pronunciation and spelling are probably acquired first, after the understanding of meaning, control over morphological forms and syntatic links comes next and full semantic knowledge is last.

Vocabulary creates the ability to communicate, increases the ability to express. If students own the rich words in English, they will have to express your intentions as accurately as possible and vice versa. And grammar is an important tool for them to develop vocabularies. When learners are good at grammar, they will hear and understand native speakers more easily. Conversely, other people may misunderstand you if grammar is used incorrectly. Moreover, it also helps students convey ideas more effectively and coherently.

By surveying many students at universities, students often make the following mistakes when learning English:

- Focus too much on grammar: This is the biggest, most common and worst mistake for English learners. Studies have shown that learning grammar really affects students' ability to communicate in English. Although grammar is extremely important on communicating, students still spend much time to practise, because it is too hard and complex to remember and use reasonably.

- Only study through textbooks: Unfortunately, most English learners only learn English in the regular textbook and only study in school. The problem is that native speakers are not used in most situations. When speaking to friends, family, colleagues, native speakers use English naturally including idioms, verb phrases and slang words. This makes students' speaking skill is limited.

3.3.2.2 Psychological factor

Psychological characteristics directly affect the communication process of students. In fact, the lack of self-confidence brings about the timidity in English communicative. The college students, especially these rural college students, because of a weak foundation in English, when they use language to communicate, at the beginning, they fear for this communication more or less, and due to the English knowledge is limited and express difficultly. Thus, students produce the frustration of the baffled.

Survey results show that 75% of students think that they are very shy, afraid to communicate in English. This is clearly a high rate. These anxieties reflect both language ability and communication skills. Anxiety reflects language ability such as fear of making mistakes, lack of vocabulary for communication, mispronunciation, not knowing how to use words or sentence structure. It also reflects students not know how to express or lack of ideas.

Self-confidence is a major issue in the field of learning a foreign language. Successful students often have the quality of high self-confidence. As Coleetal (2007) argued “confidence was as important as competence in speaking and listening” (p.20). Also, Dr.Abdallah and Dr. Ahmed (2015) pointed out that based on the previous studies which conducted concerning the impact of self-confidence on EFL learning showed that there is an important relationship between self-confidence and success in EFL learning, especially success in oral communication and academic performance (p.1095). In addition to this, Kakepoto (2012) said “Confidence is an essential aspect of any good presentation. It provides impetus for speakers to communicate his or her ideas effectively” (p.71). So, confidence is basic part which can help students to speak and communicate their ideas effectively. Students should be aware about the importance of self-confidence because it has great impact on their learning process in particular, and in everything they do in general. As Preston (2001) said, “confidence is crucial to a happy and fulfilling life. It influences your success at work, your family life, relationships and leisure activities. It affects your performance in every thing you do” (p.7).

Furthermore, Azmandian (2010) stated, “self-confidence is a major first stop along the path of successful life” (p.80). Self-confidence is considered as main part and the secret of successful life. Dornyei (2001) asserted, “you can employ your most creative motivational ideas, but if students have basic doubts about themselves, they will be unable to ‘bloom’ as learners” (p.87). So, teachers should focus more on developing students’ self-confidence because it is very important.

The characteristics of students with low and high self-confidence:

In his book, *Building Self-Confidence with Encouraging Words*, Wright (2009, p.24) pointed out some characteristics of students with low self-confidence which are:

- They are fearful of change: they are worried and fear about what can happen in the future ‘what if’. They have negative attitudes about their abilities and they tend to be re-active rather than pro-active.

- They are pessimistic and tend to see the glass as half empty: they consider that the others are responsible for what happen to them. They did not try to make any effort or to be active persons and they always have belief that bad things will happen.
- They have difficulty communicating what they really want from life: they have no obvious idea about their aims or objectives in life. Generally, they just think about generalities such as: to be rich, thin, beautiful and so on. For them, everything is difficult and they can not reach it
- They want to please others more than be true to themselves: they like to make others happy and satisfied more than to try discovering their potential and to change their attitudes.
- They are insecure and are drawn to others who also see themselves as victims: they have destructive believes and never try to be successful in their life and learning. They easily give up when they face problems.

In the same context, Wright (2009, p.26) mentioned other characteristics of students with:

- They are ambitious: they did not see life just existence or survival, they have strong desire to be successful and achieve their goals.
- They are goal oriented: they set goals for themselves and try to obtain them. They always want to have the best result or level ever achieved.
- They are visionary: they have positive attitudes about their abilities, optimistic about the future, never give up, and they keep a picture of what success will be like.
- They have learned to communicate: they know well how to behave intelligently (how to ask, how to heed advice and so on). They want to be effective and they listen more than they speak.
- They are loving and kind: because of they have a good inner self-image, high self-confident students tend to form nourishing relationships with others instead of toxic ones.
- They are attractive and open to others: self-confident students have attractive and beautiful spirit. They vibrate their confidence in a way that attracts good things and good people to them.igh self-confidence:

Based on the theories, the findings and the analysis, the present study arrives at the conclusions. This study revealed that problems or difficulties faced by the students in vocabulary learning were various. The difficulties faced by the students were almost all of the students have difficulties in pronouncing the words, how to write and spell, the different grammatical form of a word known as inflections was one of causes of students difficulties

in learning vocabulary. In addition, the students found difficulties in choosing the appropriate meaning of the words and also still confuse in using the word based on the context. The last, the students are also still confuse when they found words or expression that are idiomatic. There were some factors that caused students' difficulties in studying speaking language.

Chapter 4: Cultivation of College Students’ Communicative Competence

Basing on the above surveys and factors affecting learning English speaking of students at HPU, I will mention some ways which help students overcome these difficulties and improve their communicative competence.

4.1 Improving teaching method

4.1.1 Improving students’ awareness about the position, role and importance of practicing English communicative skill.

Each student needs to be aware of the importance of learning English communication skill in the current period of accelerated industrialization, modernization and international integration. In order to carry out effectively the above solution, it is necessary to:

- increase propaganda activities on the mass media (the website of the University, the forum etc.)
- organize seminars, consultations, extracurricular activities, talk and exchange about the role and importance of training English communication skills.

4.1.2 Stressing student - centered classroom and role playing

In order to develop students’ communicative competence, the teachers should create a good environment for students to practice English in class. The present situation is that in almost all Vietnamese classrooms, the teacher is the center of classroom activities. The teacher is considered as the authority. However, in fact, English class needs more practice and co-operation between the teachers and students. Thus a teacher-centered class is not effective. So teaching should be more students-centered than teacher-centered. The teacher should offer more chances for students to practice. In addition, the atmosphere plays a very important role in English teaching classroom. In order to increase learning efficiency, the teacher should try to create an agreeable and friendly atmosphere in which students can learn without feeling tense or nervous, and their self-confidence is much improved. In this way, students are no longer afraid of making mistakes, which is good for developing their communicative competence.

Role playing is an English teaching activity. In this activity, students play with characters, and the things that happen in a certain situation in foreign language and certain actions. It greatly promotes the development of communicative competence, such as listening to the application, ability of language, sense, observation, flexibility, imagination and improvisation.

Teachers can also suggest advanced level students to see some British and American movies. Not only because most of the content of the film itself is a microcosm of the one side of a culture, but also is the view in the actor's performance can make the students understand and learn many methods and means of nonverbal communication. It is very important for our students to communicate with native speakers from foreign language learning point of view. So teachers should encourage students to chat with them, so that students can often learn many vivid expressions that they may not learn in classroom.

4.1.3 Integrating teaching with context

Context is a key notion in pragmatics as well as in communicative English language teaching. As is known to us, textbooks only provide the basic contents and teaching goals which teachers are supposed to fulfill. The books cannot offer everything, so it is the task of the teachers to give the linguistic items sense. Thus in teaching English, the teachers are supposed to teach not only the grammar of linguistic items, but also their potential force matched for different contexts. Different linguistic form may have the same pragmatic force and one linguistic form may possess different pragmatic potentials, so the teachers should teach the students relationships. And some linguistic items can be taught by creating situations. What is most important is that the teacher should impose on the students the contextual meaning, and context is dynamic, just as Thomas says, "meaning is in interaction". The students therefore should learn to seek meaning in context, both textual and situational.

4.1.4 Cultivation of non-verbal communication ability

Nonverbal communication is also an important way of communication. It refers to the process of information communication by using nonverbal behaviors in a specific context of situation. They are not real language units, but sometimes they can express more strongly than words in life and communication. The meaning of some certain non-verbal behavior often represents a certain meaning, must be pay attention to in intercultural communication. Under certain background, the difference of nonverbal communication between Vietnam and Western culture is very wide, for example, the Vietnamese believe in silence is golden, think silence contains rich information, and English speaking countries people have very uncomfortable feelings when Vietnamese keep silence in conversation; Westerners conversation, the listener is generally long time looking at each other's eyes, to show the listener's serious and respect for the speaker, but in the Vietnamese point of view, this is a kind of rude behavior, because the Vietnamese are not used to stare at each other for a long time.

4.1.5 Using physical objects and pictures

Because the students generally have no personal feelings towards social cultural knowledge in foreign countries, if teachers only rely on reading written material or explain abstract concept is difficult to achieve the teaching purpose, therefore, to make students feel the foreign culture, to understand its real meaning, in the teaching should be as vivid teaching method, in which physical pictures and photographs is relatively easy to be understood. For example, when teachers in the interpretation of the sign language, available pictures vividly expressed OK Good luck, welcome such Western gestures, this is much more clear than only illustrate by words, and in the process to produce novelty and affection, and help to cultivate students curious of foreign culture, and also provides a prerequisite for learning skills.

4.1.6 Organizing regularly extracurricular activities to improve students' communicative competence

- Establish and enhance the operation of the English Club in the faculties and departments in the School to provide students with the opportunity to practice their communication skills and opportunities to expand their relationships, meet, exchange and learn from other members of the club through the discussion about a topic designed with flexible and friendly content. The club also gives students valuable experience and sharing about how to use English well in their work and in their daily lives.
- Organize extracurricular activities for students to improve their English communication skills, provide opportunities for students to meet and exchange with foreigners. Through this, students not only have the opportunity to express the ability to practice speaking and listening, but also to understand the culture of other countries, learn how to behave, how to exchange information quickly and effectively. At the same time, this activity also helps students train their ability to speak in front of the crowd, strangers, improve confidence and dynamism.
- Organize emulation movements and English competitions to give students motivation to learn English and improve their communication skills. This activity encourages students to show their aptitude, passion and interest in English. They will have favourable conditions to contact with English, easily have the motivation when striving for the merit award of the competition.

4.1.7 Implement innovative teaching strategies to improve speak skills for students who lack of confidence in communication.

Context is a key notion in pragmatics as well as in communicative English language teaching. As is known to us, textbooks only provide the basic contents and teaching goals which teachers are supposed to fulfill. The books can not offer everything, so it is the task of the teachers to give the linguistic items sense. Thus, in teaching English, the teachers are supposed to teach not only the grammar of linguistic items, but also their potential force matched for different contexts. Different linguistic forms may have the same pragmatic force and one linguistic form may possess different pragmatic potentials, therefore, the teachers should teach the students relationships. And some linguistic items can be taught by creating situations. What is most important is that the teacher should impose on the students the contextual meaning, and context is dynamic, just as Thomas says, "meaning is in interaction". The students therefore should learn to seek meaning in context, both textual and situational.

To help students overcome the barriers of psychological anxiety, lack of confidence, lecturers must be the direct people who guide students participate in communication activities. During the teaching process, English needs to be regularly used, the lectures should pay attention and create conditions for learners, especially weak students, who lack of confidence to practice much more. Trainers can use one of the following things:

- describe photographs
- language game
- Q&A
- discussion

to help students practise and improve their communicative competence. In this process of teaching, teachers should also combine with the cultural and social factors of indigenous people in the lessons to minimize misunderstandings or "shock" culture.

In addition, school administrators also need to pay attention to teaching and learning equipment to meet the demand of innovative teaching methods., implement small class sizes (15-20 students / class) so that students have more opportunities to practice communication, split class into groups so that students are not afraid of speaking in public and finally, organize exchanges with business representatives for students have the opportunity to learn the requirements of the recruiter so that students can orient their learning.

4.2 Improving yourself

4.2.1 Eliminate the Timidity Psychology and Cultivate Confidence

The basic theory of language teaching tell us that the language learning is a comprehensive system of the organism .Self-confidence is very important in foreign

language learning , the students feel awkward and timid using English language to communicate. So how to you improve your self-confidence? The following ways will help students conquer your fear of speaking English and communicate with courage:

4.2.1.1 Practicing self-acceptance

We can improve our self-confidence in a number of ways. One of the most important ways is to become more accepting of ourselves. Look at your strengths and achievements and put a plan in place to address areas of weakness.

We can start by noticing situations which increase our self-confidence, and those which diminish it. By consistently taking notice of our fluctuating levels of self-confidence we may discover important information about ourselves.

We need to practice self-acceptance, feeling OK about ourselves and others regardless of the existing conditions. If we make mistakes, hurt or offend other people, it may be appropriate to make amends but it need not lead to low self-confidence. In this way, we may sometimes think it is reasonable to be critical of our behaviour and try to change it but without being critical of ourselves. This attitude helps maintain a healthy level of self-confidence.

4.2.1.2 Speaking in front of the mirror helps you communicate confidently

The characteristics of this exercise allow students to observe their mouth, face and body as they speak. Therefore, it is necessary taking a few minutes to stand in front of the mirror and practice speaking when you have time. Choose a topic in the daily life and spend 2-3 minutes just to say it. This method helps you adjust your mouth and tongue when practicing phonics as well as confidently looking straight at the opponent in the communication.

4.2.1.3 Keep your mind relaxed when you speak English

Fear of being wrong is the habit of many people. All people even who are good at foreign languages are gone through this stage. They also spend much time to practise in order to reach achievement. Therefore, we need not to be afraid when communicating. Whenever you meet with difficulties or feel embarrassing, only breathe and start again.

4.2.2 Focus on speaking fluently and do not pay attention to grammar help increase students' communicative ability.

When communicating, students often think in Vietnamese and then try to translate it into English and vice versa. This is extremely difficult because students always have to spend much time organizing words, phrases and grammar. And the translation is not easy. Even people who speak fluent two or more languages also have to face this problem. The solution is to think things in English. This method helps communicating by English become not

complicated because their thought was instinctive reflex. Let's start with simple, concise sentences. Gradually when you get used to it, try with longer sentences.

4.2.3 Take part in extracurricular activities

After studying in school, students should participate in English clubs or extracurricular activities. In there, college students will have the good conditions to practise their speaking skill. Moreover, in English clubs, students make friends with many people who are good at English. Therefore, they will be imparted a lot of experiences about improving communicative competence. This is also occasion for students to entertainment after stress school hours.

4.2.4 Accumulate rich vocabulary

Vocabulary is the most important factor for all skills when learning foreign language. With the rich word resource, students can communicate easily. Therefore, it is necessary to collect vocabulary. There are many ways to improve it:

- Reading: Reading a variety of English books and magazines is a great way to increase your vocabulary. When meeting new words, try to guess the meaning of the word based on the context. Always bring a good dictionary to be able to find the meaning of the word if not guessed. In addition, pay attention to the pronunciation as well as accent marking of the words in order to avoid misunderstanding when communicating.
- Some notes when using dictionary:
 - + Nowadays, there are many different types of dictionaries. So students should choose ones are orthodox, and are the most accurate.
 - + Read all the meanings of words. Remember that a word can have many meanings, the meaning you seek may not be the first meaning to appear in the dictionary. You can even understand the usage of the word. In each interpretation of the word, it will be possible to tell you much more about the development process to the present meaning of the word. This can increase your interest in learning vocabulary as well as help you remember longer.
- Studying and practicing regularly: Set a limited time for learning new words and the target about the number of words you will learn for 1 day. Study again regularly the known words and use them in communication situation.

Conclusion: With current real situation of the students' relatively weak communicative skill, this improvement is quite necessary and urgent. To achieve the highest results, there should be a combination of change and effort between the school, teachers and students.

4.3 Communicative Approach and Communicative Competence (Approach)

Nowadays, Communicative Approach (CA) is widely used in the field of foreign language teaching and learning. CA stresses the ultimate goal of language teaching is to cultivate students' communicative competence. It follows that communicative tasks and activities not only have a legitimate place in language teaching, but essential. The communicative activities such as role-play and discussion make students think and practice a lot in pairs or in groups.

Without them, we would be paying lip service to the aim of developing communicative competence. In describing communicative competence, Widdowson points out: ities can be gradually performed by encouraging students to actively participate in them. Or, there would be a mere list of language knowledge without conversational ability and language use. It is generally acknowledged that language is learned for communication but meaning is focused in communication. The meaning - focused principle of CA shows that it is unnecessary to pay too much attention to errors learners make during the conversation. As long as learners can express their meaning clearly in communication, teachers do not need to interrupt and correct them. Furthermore, most errors are a developmental characteristic of students' current stage of learning, and reflect the active way they test language output.

Overemphasizing accuracy may impede fluency. As R.Ellis says recognize and correct errors after their conversation; then the teacher should make content feedback on students' performance.

4.3.1 Basic Structure Practice

Certainly, the meaning - focused principle does not mean excluding substitution practice in class at the early stage. In NEC1, basic structure practice is the essential part of cultivating students' linguistic competence. The teacher can have students choose any cue for oral practice in pairs. For students at elementary level, pair work is a good form of classroom communication, which is flexible and easy to organize. However, this kind of practice should be reduced in an appropriate manner. Willis thinks, too long, students will undoubtedly learn to speak like a parrot. Therefore, in Intensive Reading class, when we have students do substitution practice or form their own dialogue, we should pay special attention to this.

4.3.2 Dialogue

Dialog is the extension and deepening of language structure. It aims at making students consolidate the learned basic structures and use vocabulary flexibly and cultivating students' coherent ability to express themselves. A New Life on the University Campus of Unit 5, the

teacher can ask students to talk about their own college life. It is very important that the given topic should be fun. The closer to students' actual life and their level the topic is the more interested they are in. When students discuss the content of the dialogue, the teacher require students to read it with correct pronunciation and intonation and encourages them to solve the difficult language points themselves. Then the teacher gives additional information of students' understanding of problems, make necessary explanations of neglected problems. In the meantime, the teacher also encourages students to make sentences with important words or phrases in given situations in order to better understand them and be able to use them.

After learning Dialog the teacher arranges for the students to do the role-play with asimilar topic to that of Dialog. In most cases, the role- play needs two persons. The students are told to try to make full use of the useful expressions and patterns in Dialog and the given situation in order to consolidate what's just been learned. Before students perform the role-play in class, they should be given time to prepare for it. If the role-play is do newell, it can reduce the artificiality of the classroom, provide a reason for talking and allow a learner to talk meaning fully to other learners.

Chapter 5: Conclusion

5.1 *Conclusion*

In conclusion, teaching and learning English speaking through appropriate techniques for the English major students is very important. Basing on exploring the reality of current teaching and learning English of Vietnamese students in common and students of HPU in particular-they are better at grammar than speaking skills, especially some of English majors at HPU cannot communicate in English. I have already had a look into their attitudes toward learning English speaking. After the process of completing this research paper, I would like to give some suggestions to support them to make progress in learning English with the hope that this research paper will contribute some effective techniques to develop English communicative competence.

5.2 *Limitations and suggestions for further study*

A considerable effort has been made to find out the techniques which can be used to help the English majors in speaking English at HPU. However, due to limited time and ability, there are a number of related areas which the researcher can not cover in the study. First, subjects of the study are only the small number of student at HPU. Second, the researcher merely concentrates on studying students' techniques in speaking skill, do not focus on some related skills such as speaking, writing and listening. Furthermore, in the English language teaching and learning in general, the above suggested techniques are only small part which should be creatively and flexibly applied in each class. With above limitations, I hope the further research on the topic might include more students and extend to the other skills of English to help students learn English better.

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APPENDIX 1.1: QUESTIONNAIRE FOR STUDENTS (ENGLISH VERSION)

Dear students,

The purpose of this questionnaire is to know about your attitude towards to your current learning English speaking. Its ultimate purpose is to improve your English speaking skill. Please do give your own opinions frankly!

Please, tick the answer that best described your ideas and add final comments at the bottom of the sheet if you wish .We need your frank opinions about the English lessons to make them more relevant and interesting, as well as to meet your needs .We thank you for your cooperation!

1. Do you like learning English speaking, in general?

- Like very much Like Normal
 Do not like Hate

2. In your opinion, how important is English speaking skill?

- Very important Important Normal
 Not very important Not important

3. How often do you speak English in English at home?

- Always Usually Sometimes
 Rarely Never

4. How do you feel about the current method?

- Very effective Effective Normal
 Not effective Bad

5. In speaking lesson, which of the following activities does your teacher often use to teach you and which do you feel enjoyable?

Techniques	The techniques applied by the teachers		No of Students enjoyed the techniques	
	No of Students	Percentage	No of Students	Percentage
Pair work and group work				
Interview				

Games				
Free discussion and problem solving				
Topic based discussion				
Picture description				
Visual aids (pictures, maps, music, handouts)				

6. Do you often take part in the English clubs or activities after school-hour?

- Often
 Sometimes
 Never

7. Do you want to have more activities to learn English speaking more effectively?

- Yes
 May be
 No

Your comments:

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Thank you for your co-operation!

APPENDIX 1.2: INTERVIEW QUESTIONS

1. Why do you want to learn speaking English?
2. Is speaking English very important for your future? Why?
3. Do you often prepare lessons before class?
4. Does your teacher often encourage you to speak English in class?
5. Are you self-confident about your communicative competence?