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Communicative competence of secondary senior students: Language instructional pocket

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Abstract

1. This study included both qualitative and quantitative research approaches and utilized two general instruments. Making use of focus group discussions and a structured oral interview with an American native speaker. Once the transcriptions of the interview were ready, the researcher forwarded it to three expert raters. Findings show that the level of communicative competence in oral and writing skills of the students is both acceptable; however, they differ in their numerical values. In terms of grammatical competence in oral skill, the average rate is 3.10 while the respondents obtained an average rate of 2.91 in their writing skill. In terms of discourse competence in oral skill, the average rate is 3.10, while the respondents obtained an average rate of 2.68 in their writing skill. In sociolinguistic competence in their oral skill, the respondents obtained an average rate of 3.29 and 3.01 in their speaking skill. For the strategic competence, the respondents got an average rate of 3.12 in their oral skill and an average rate of 2.73 in their writing skill. Based on the findings of the study, it can be disclosed that the communicative competence of the students both in speaking and writing skills is acceptable, having an average rate of 3.15 and 2.84 respectively. Their communicative and sociolinguistic competence could still be improved. Based on the foregoing conclusion, it is recommended that the module created by the researcher be used in their English classes since the topics included in the module were relevant to the actual findings. It is important for the different school administrators to ensure that the teachers are able to carry out the suggested topics included in the module.

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1. Rationale

Communicative competence has always been the goal of every language classroom wherein instructions are geared toward the components on organizational, pragmatic, systematic and psychomotor (Brown, 1994). Brown (1994) stresses that authentic language and real-world tasks enable students to see the relevance of classroom activity to their long term communicative goals by introducing natural texts rather than artificial ones where students will more readily dive in to the activity and that these communicative goals are best attained if enough attention is given to language use and not just usage, to fluency and not just accuracy, to realistic language and contexts and to how these students' apply the learning in real life situations. Further, he said that the learner capitalizes on his 'strategic investment' in mastering the target language. He thinks of ways and means to improve his competence of the language and is directly involved in his own learning process. Yet one must understand that strategies used differ in each situation depending on the learner in solving the problems or tasks given to him.

To Hymes, in understanding actual linguistic performance, one must consider more than just what utterances are possible according to the rules of any given linguistic system or what utterances are feasible, because it is important to consider the factors governing the appropriateness of an utterance and how the conditions that define what is appropriate are linked to the factors governing the possible and feasible in determining the actual speech performance. Communicative competence can refer to what a speaker needs to know to communicate effectively (Cabalquinto, 1989). The whole of the communicative event is considerably greater than the sum of its linguistic elements. Moreover, language is made up of a collection of units, all related to each other in very particular ways, on different levels. These different levels are themselves related in various ways to each other. The primary function of language is to express meanings and to convey these to someone.

Tongco, as cited by Prejoles (1997) in her study, said that difficulties in oral communication continue to pose a challenge to language teachers and that over the past few years, educators and language specialists have searched for ways to make language teaching relevant and effective. Freeman, as cited by Prejoles (1997), believes that communicative competence will be enhanced if the students are made to feel that they are working on communicative skills, practicing some functions within a social context, not just accumulating knowledge of vocabulary and sentence level structures. Communication is vital in all areas of one's life. It is used to persuade, influence relationships, inform and share and uncover information.

Inspired by the researches of Pastrana (1980) and Prejoles (1997) and driven by the researcher's own growing interest in communicative competence, a similar study has been carried out. The researcher has been in the Academe for six years now as a College Instructor handling English subjects. She has always been faced with the same dilemma over the years on how to make English subject appealing, meaningful and lovable to her students, thus making them more participative during class discussions and making them more confident with their written and speaking skills. The result of this study will greatly aid the researcher and the English teachers in becoming more effective and efficient in their teaching, thus helping them to achieve one of the language classroom's goals, which is to help the students become a good manipulator of the English language. Further, the proponent also intended to conduct a study on a micro level by analyzing the communicative competence of the selected high school graduating students of Mandaue City. The outcome of this investigation is beneficial to the students as well as to the English teachers because the module is generated from a case study, thus making the learning process of every language classroom more fun, ideal and meaningful.

This study, which is based on the communicative competence theories, was undertaken in an effort to identify and recognize the needs of the students and for every language classroom to achieve its goals. The need for this communicative competence assessment was to cross the gap between the current level of communicative skills and the goals set. In this context, the study on communicative competence has provided an essential and distinctive database. Nevertheless, this study marked differences on the different studies made by Pastrana, Prejoles and other researches pertaining to communicative competence. Firstly, it focuses on Sociolinguistics which is an interesting

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